DOCUMENT RESUME

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ABSTRACT

The annotated bibliography on Emotionally Disturbed--Teaching Methods contains approximately 85 abstracts and associated indexing information for documents or journal articles published from 1960 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

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Emotionally Disturbed—Teaching Methods

A Selective Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 617

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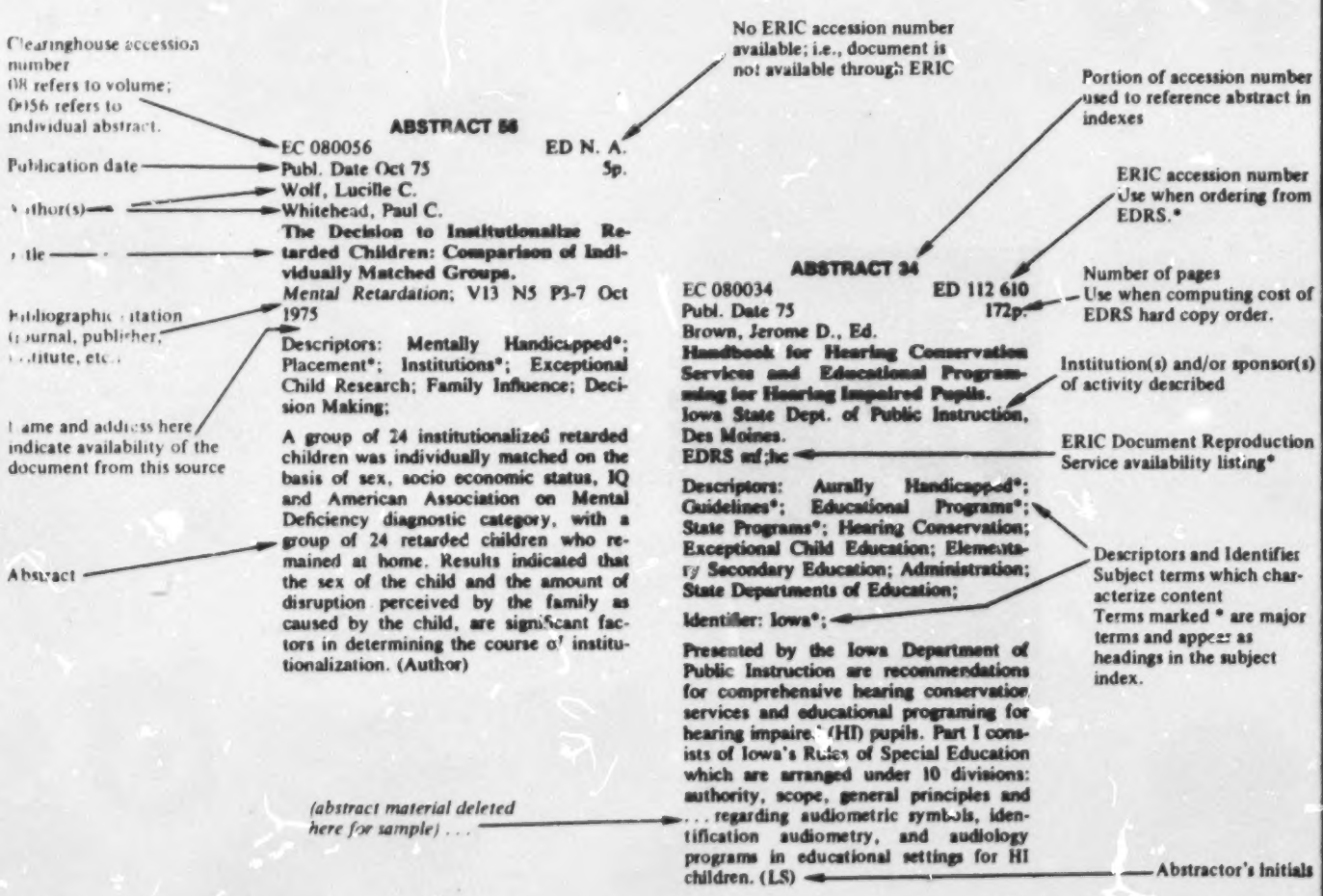
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ABSTRACT 56
EC 080056
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5p.
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Publ. Date Oct 75
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Author(s)
Wolf, Lucille C.
Whitehead, Paul C.
Title
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Bibliographic citation (journal, publisher, institute, etc.)
Mental Retardation; V13 N5 P3-7 Oct 1975
ABSTRACT 34
EC 080034
ED 112 610
Publ. Date 75
172p.
Number of pages
Use when computing cost of EDRS hard copy order.
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Institution(s) and/or sponsor(s) of activity described
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
Name and address here indicate availability of the document from this source
Iowa State Dept. of Public Instruction, Des Moines.
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Abstract
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Descriptors and Identifiers
Subject terms which characterize content
Terms marked * are major terms and appear as headings in the subject index.
Identifier: Iowa*;
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and
(abstract material deleted here for sample) . . .
. . . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)
Abstractor's initials

CEC Information Center Journal Collection

The CEC Information Center regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Abstracts (ECEA)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current May 1976) is *representative* of journals currently received.

*Academic Therapy, 1539 Fourth Street, San Rafael, California 94901

ACTA Symbolica, University of Akron, Akron, Ohio 44304

*Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*American Annals of the Deaf, 5034 Wisconsin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Foundation for the Blind Research Bulletin, 15 West 16th Street, New York, New York 10011

**American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610

*American Journal of Mental Deficiency, 49 Sheridan Avenue, Albany, New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**American Journal of Occupational Therapy, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*American Journal of Orthopsychiatry, 1790 Broadway, New York, New York 10019

Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610.

Arithmetic Teacher, 1201 16th Street NW, Washington DC 20036

ASHA, 9030 Old Georgetown Road, Washington DC 20014

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Auditory & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, California 91403

Audiovisual Instruction, 1201 16th Street NW, Washington, DC 20036

Australian Children Limited, Box 91, Brighton 5048, South Australia

*Australian Journal of Mental Retardation, P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**Behavior Therapy, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4 AT, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, Birmingham B30 3QB, England

British Journal of Physical Education, Ling House, 10 Nottingham Place, London WIM 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*Bureau Memorandum, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**Child Psychiatry & Human Development, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Communication Education (formerly Speech Teacher) Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

*Education and Training of the Mentally Retarded, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*Education of the Visually Handicapped, 919 Walnut St. Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

*Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Exceptional Parent, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*Gifted Child Quarterly, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, 23 South Main Street, Uxbridge, Massachusetts 02138

Hearing, 105 Gower Street, London WCIE 6AH, England

*Hearing & Speech Action, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

*denotes journals monitored for CIJE.

**denotes copyrighted journals for which ECEA has been granted permission to use author abstracts.

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, **versity of Kansas, Lawrence, Kansas 65044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophre-**nia, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbut Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

**Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 5 North **Wabash Avenue, Chicago, Illinois 60602

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, 86 Newman Street, London WIP 4 AR, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave-**nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London WIN/AA, England

*New Outlook for the Blind, 15 West 16th Street, New York, New York 10011

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

**Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 22005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Remedial Education, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington, DC 20036

**Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201-1205 Bluff Street, Fulton, Missouri 65251

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

*Slow Learning Child, St. Lucia, Brisbane 4067, Australia

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Parkway V S, 1 Danforth Avenue, Toronto, Ontario, Canada

Speech Monographs, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash-**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACT 236

EC 001 002 ED N.A.
Publ. Date Feb 66
Blom, Gaston E.
Psychoeducational Aspects of Classroom Management.
Colorado University, Denver, Medical Center
Exceptional Children, Volume 32, 1966.
EDRS Price 0

Descriptors: exceptional child education; emotionally disturbed; behavior; teaching methods; class management; elementary grades; laboratory schools; demonstration programs; program planning; psychoeducational processes; special classes; behavior change; student behavior; behavior problems; team teaching

The psychoeducational approach to the classroom managment, treatment, and education of emotionally disturbed children is described. As an illustration, a clinical episode involving an emotionally handicapped boy who initiates provocative verbal behavior and is immediately removed from the classroom is related. The incident occurs in a school in a day care center, involving 14 elementary school age children, two teachers, and other personnel, in demonstration, training, and research functions. The classroom includes a project area, an independent work area (the children's desks), and two centers of learning where each teacher sits at a table which has room for four or five children. A standby officer is available to provide help with the individual child outside the classroom, when necessary. Management and teaching approaches, program planning, and programing for individual children is discussed. References are cited. This article was published in Exceptional Children, Volume 32, Number 6, pages 377-383, February 1966. (JA)

ABSTRACT 353

EC 001 065 ED 015 96
Publ. Date 67 45p.
John, Mary Jane; Conway, Walter J.
Guidelines for Educating Youth under Stress.
Nevada Heights Schools, Nevada, Missouri
National Institute Of Mental Health, Bethesda, Maryland
EDRS Price 0.25;1.88

Descriptors: exceptional child education; behavior; emotionally disturbed; class management; educational therapy; discipline; anxiety; behavior problems; children; classroom environment; classroom techniques; curriculum; discipline problems; instructional materials; teaching guides; withdrawal tendencies (psychology); Nevada Heights School

Presenting fundamental practical concepts concerning behavior, classroom environment, and curriculum for the child under stress, this guide discusses the angry child, the confused child, the [illegible]ective child, and the quiet child. The general goals of classroom controls and effective methods of achieving these goals are discussed. Lists of teaching aids for science, arithmetic, social science, reading, and general use are included in the section which views the normal curriculum as both foundation and goal for educating children under stress. The appendix lists five curriculum guides, a 189-item bibliography, achievement test scores for eight children, and two school record forms. (JW)

ABSTRACT 623

EC 002 754 ED 024 183
Publ. Date 68 373p.
Hewett, Frank M.
The Emotionally Disturbed Child in the Classroom; A Developmental Strategy for Educating Children with Maladaptive Behavior.
EDRS not available
Allyn And Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 ($10.60).

Descriptors: exceptional child education; emotionally disturbed; teaching methods; learning; children; educational diagnosis; educational strategies; educational objectives; classroom techniques; classroom design; program evaluation; curriculum; attention control; learning characteristics; behavior; behavior change; learning experiences; achievement; Santa Monica Project

The emotionally disturbed child is presented as a learning problem whose difficulties can be helped by the teacher and school. The description of educational goals, methodology, and assessment includes the psychodynamic-interpersonal, sensory-neurological, and behavior modification strategies; a developmental sequence of educational goals; methodology of the learning triangle of task, reward, and structure; and educational assessment of emotionally disturbed children. Specific classroom practices detailed concern attention level, response level, order level, exploratory and social levels, and mastery and achievement levels. Total classroom design for emotionally disturbed children is explained, and the curriculum of the Santa Monica Project which developed and evaluated engineered classroom design is reviewed. Appendixes provide a student assessment inventory, parent and teacher rating scales, task attention criteria, and a bibliography of 208 items. (JD)

ABSTRACT 635

EC 003 194 ED 024 195
Publ. Date Sep 67 104p.
Miller, Rozzie J.
Educational Programming in Simulated Environments for Seriously Emotionally Handicapped Elementary School Children. Final Report.
Maryland State Department Of Education, Baltimore
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-32-30-0000-1028
BR-5-0396

Descriptors: exceptional child research; emotionally disturbed; behavior; teaching methods; achievement; behavior change; academic achievement; elementary school children; simulated environment; simulation; social studies units; interpersonal competence; problem solving; group relations; reading comprehension; behavior rating scales; student grouping

Sixty-four emotionally handicapped elementary school students with no neurological defect or subnormal intelligence were randomly assigned to four experimental regular classes, two experimental special classes, four contrast (conventional) regular classes, and two contrast special classes. The experimental classes received a modified curriculum utilizing the simulated environments technique through the unit approach in social studies with primary emphasis placed upon interaction in small group situations. The contrast classes received whatever was available in their schools or individual instruction in a highly structured environment. Results indicated significant differences ($p<.01$) favoring the experimental groups in interpersonal relationships, personal effectiveness in social situations, and use of problem solving skills. However, there were no differences between regular and special class groups. Improvement was noted in all groups on the behavior scales. The only significant difference in academic achievement was in reading comprehension [illegible] favored the special classes ($p<.05$). It is concluded that the experimental technique has a positive effect on the ability of these children to relate with others and to apply problem solving skills to learning and personal problems. (Author RS)

ABSTRACT 641

EC 003 259 ED 024 204
Publ. Date Jun 68 159p.
Rubin, Eli Z. And Others
An Investigation of an Evaluation Method and Retraining Procedures for Emotionally Handicapped Children with Cognitive-Motor Deficits. Final Report.
Lafayette Clinic, Detroit, Michigan
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-32-32-7545-5017
BR-7-0319; BR-5-0404

Descriptors: exceptional child research; emotionally disturbed; achievement; behavior; learning disabilities; perceptually handicapped; psychomotor skills; perceptual motor coordination; cognitive development; tests; academic achievement; remedial instruction; training; primary grades; profile evaluation; average students; maladjustment; adjustment problems

To assess the effects of specialized retraining of cognitive, perceptual, and motor (CPM) deficits, a battery of tests was prepared and used with 200 behaviorally maladjusted and 200 problem-free children. The composite score indicated that 40% of the maladjusted group manifested major dysfunction whereas

none of the problem-free group demonstrated such deficits. Fifty-eight of the maladjusted subjects (from grades 1, 2, and 3) with high dysfunction and academic retardation were selected and assigned to three groups. Thirty received CPM training based on their profiles; 14 were given remedial work based on a survey of their academic skills and IQ results; 14 served as controls. Measures of academic achievement and behavioral adjustment were devised and a test-retest design was used. The results indicated that CPM training was most applicable to children who had developed few, if any, academic skills, appropriate for children at the first grade or below. Programs combining training and remedial instruction were seen to be required for children of second grade or above. Testing and training materials are appended. The interim report is also in the ERIC system. (Author JD)

ABSTRACT 676

EC 002 416 ED N.A.
Publ. Date 68 287p.
Rubin, Eli Z. And Others
Emotionally Handicapped Children and the Elementary School.
EDRS not available
Wayne State University Press, Detroit, Michigan 48202 ($12.50).

Descriptors: exceptional child research; emotionally disturbed; behavior; grouping (instructional purposes); adjustment (to environment); emotional adjustment; social adjustment; behavior change; behavior problems; academic achievement; special classes; regular class placement; teaching methods; clinical diagnosis; family characteristics; case records; emotional maladjustment; statistical analysis; individualized instruction; research utilization

Eighty-three children, from kindergarten to second grade, showing evidences of chronic social, emotional, and academic maladjustment, were placed in a program consisting of a control group in regular class and an experimental group in one of two special classes with individualized instruction and therapeutic management. There was no significant difference between the experimental and control groups in classroom behavior, but the experimental group was significantly better in the following items on changes in classroom adjustment: mood, friendly approach, and daydreaming ($p = .05$); and impulse control, intensity of overt anger, popularity, and quarrelsomeness ($p = .01$). The experimental group showed significant improvement in attitude toward school ($p = .05$) and in perception of stress at school ($p = .05$). In contrast to other research, there was no significant difference between groups in performance on the Metropolitan Achievement Test. Results did not overwhelmingly confirm the hypothesis that special class programing is generally beneficial to emotionally handicapped children. The background to the study, the research design and methods, new hypotheses, and program changes are also described. (RP)

ABSTRACT 699

EC 001 324 ED N.A.
Publ. Date Apr 67 5p.
Brendtro, L. K.; Stern, Phyllis Rash
A Modification in the Sequential Tutoring of Emotionally Disturbed Children.
Illinois University, Urbana, Institute For Research On Exceptional Children;
Michigan State University, East Lansing, Department Of Special Education
Office Of Education (DHEW), Washington, D. C.;
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
OEG-3-6-062063-1559;MH-07346
Exceptional Children; V33 N8 P517-21 Apr 1967

Descriptors: exceptional child education; emotionally disturbed; teaching methods; class management; special classes; classroom techniques; tutoring

Observations of classroom interaction characteristics of two approaches to sequential tutoring in classes for the emotionally disturbed are presented. After the rationale and limitations of the method in which the teacher moves from student to student are presented, a modified sequential tutoring approach is suggested which places the teacher at a desk outside a circle of students with the child initiating the contact. Advantages of the modified approach are explored, and problems of assigning tasks, answering questions, keeping students at work, and avoiding a pile-up of students are discussed. (SB)

ABSTRACT 742

EC 003 171 ED N.A.
Publ. Date 05 Feb 68 202p.
Donahue, George T.; Nichtern, Sol
Teaching the Troubled Child.
EDRS not available

The Free Press, 866 Third Avenue, New York, New York 10022 ($2.45).

Descriptors: exceptional child research; emotionally disturbed; learning disabilities; community programs; adjustment (to environment); minimally brain injured; individualized instruction; ancillary services; volunteers; nonprofessional personnel; teacher aides; psychotic children; cooperative programs; school community programs; program evaluation; case studies (education); Elmont Project

The Elmont Project was a community initiated, low cost program supported by the regular school system which began with the teaching of six disturbed children, aged 6 to 8. The principle was that the disturbed child is not to be isolated from his family, peers, and community, but rather helped by a team of educators, psychologists, psychiatrists, and a teacher-mom. The school system supplied a teacher to be in charge, transportation, supportive music, psychological and psychiatric services, and educational materials; snacks and insurance were supplied by the Kiwanis Club; classroom space was provided by the Elmont Jewish Center; and 12 volunteer teacher-moms worced with the teacher in charge with two moms alternating teaching one child on a one-to-one basis two mornings a week. For evaluation of how this project achieved its goals, six case histories describe children who were psychotic, neurotic, pseudo-retarded, sociopathic, brain damaged, and unteachable. In 5 years, 31 children were included in the project with 21 successfully returned to regular classrooms, one was hospitalized, and one entered part-time regular classes; the program was expanded to 38 teacher-moms who teach 11 children. (SN)

ABSTRACT 884

EC 000 146 ED 014 161
Publ. Date May 66 70p.
Eldred, Donald M.
The Use of Programmed Instruction with Disturbed Students.
Vermont State Hospital, Waterbury
EDRS mf,hc

Descriptors: exceptional child research; programed instruction; emotionally disturbed; slow learners; underachievers; programed materials; children; adolescents; hospital schools; public schools; test results; high school students

A 3-year investigation was undertaken to determine the effects of programed instruction on children and adolescents. The 157 subjects were pupils from a state mental hospital school and slow learners and underachievers in one parochial and two public high schools. Although not available for all subjects, results of the Rorschach Test, the Gittinger Personality Assessment System, and psychiatric ratings were used. None of the objective measures revealed any significant differences between the control and the experimental groups. Possible reasons for lack of significant data are discussed and recommendations and precautions for future research studies are made. Thirty pages of administrator, teacher, and student comments and evaluations are presented. The appendix includes general instructions for the use of programed instruction, an annotated listing of 20 programed materials, and a 74-item bibliography. (JA)

ABSTRACT 1066

EC 002 534 ED 025 056
Publ. Date 64 148p.
Morse, William C. And Others
Public School Classes for the Emotionally Handicapped: A Research Analysis.
Council For Exceptional Children, Washington, D. C.
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
The Council For Exceptional Children, NEA, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($2.50).

Descriptors: exceptional child research; emotionally disturbed; teaching methods; administration; public schools; special classes; classroom environment; clinical personnel (school); factor analysis; teaching methods; student participation; teacher participation; student characteristics; program evaluation; program descriptions; program design

The study identified themes running through special class programs for the emotionally handicapped, analyzed classroom procedures, and described the teachers' backgrounds, attitudes, and purposes and the students' perceptions of the programs. Initially, 117 public school programs for the emotionally handicapped were located and surveyed by mail; then 54 programs were selected for site visits. Areas surveyed were the origin and operation of the programs, general characteristics of pupils, and classroom conditions and operations. The following conclusions were drawn: pupils, teachers, and observers found positive change as a result of participation, and program types were shown related to changes; specific pattern and uniformity in approach were lacking; school personnel realized that their original program plans required extensive modification and that flexibility was needed; program types differed widely; programs maintained a school related focus; and clinical support and understanding were helpful. The major statistical findings and evaluation are provided. (BW)

ABSTRACT 1144

EC 003 997 ED N.A.
Publ. Date Mar 67 8p.
Hewett, Frank M.
Educational Engineering with Emotionally Disturbed Children.
California University, Los Angeles, Neuropsychiatric Institute
EDRS not available
Exceptional Children; V33 N7 P459-67 Mar 1967

Descriptors: exceptional child education; emotionally disturbed; behavior change; teacher role; operant conditioning; classroom design; classroom arrangement; reinforcement; student evaluation; teaching methods; classroom furniture; classroom environment

An engineered classroom is presented as a behavior modification model for emotionally disturbed chidren, in both institutional and public schools. The ways in which it provides a setting for implementation of a hierarchy of educational tasks, meaningful rewards for learning, and an appropriate degree of teacher structure are explained. The classroom layout, the students, classroom operations, and interventions are described; implications of the engineered classroom design are also discussed. (Author/JD)

ABSTRACT 1191

EC 003 740 ED 027 680
Publ. Date Sep 68 80p.
Miller, Rozelle J. And Others
Educational Programing in Simulated Environments for Seriously Emotionally Handicapped Junior High School Students. Final Report.
Maryland State Department Of Education, Baltimore
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-0-8-070985-1794
BR-7-0985

Descriptors: exceptional child research; emotionally disturbed; teaching methods; junior high school students; simulated environment; regular class placement; behavior change; academic achievement; sex differences; behavior problems; resource teachers; simulation; group activities; social studies; interpersonal competence; staff role; role playing; teacher education; teacher role; behavior rating scales

A continuation of a 3-year elementary school study investigated the effectiveness of the various schedules of a simulated environments technique on emotionally handicapped junior high school adolescents. The 58 subjects, whose original evaluation had shown no evidence of neurophysiological dysfunction or subnormal intelligence, were randomly assigned to four schedules in regular classrooms for experimental and conventional treatment. The simulated environments technique consisted of teaching strategies and procedures which revolved around role playing and was implemented in the unit framework of the social studies. Significant differences were found in behavior improvement and in interpersonal relationships, personal effectiveness in a social situation, and problem solving favoring the long-term treatment (p less than .001). No signficant differences were found in academic achievement. Subjects with behavior patterns such as hyperactivity, perseveration, and a slower rate of learning needed a longer period of placement in a special class or resource room. Conclusions were that a differential program design might provide a better learning situation for emotionally handicapped students who exhibit characteristics of the minimally brain damaged, and that a continuum of services such as special classes, resource rooms, and special placement in the regular class should be provided. (Author/RP)

ABSTRACT 1192

EC 003 742 ED 027 681
Publ. Date 68 68p.
Gloss, Garvin G.
Experimental Programs for Emotionally Handicapped Children in Ohio.
Ohio State Department Of Education, Columbus, Division Of Special Education
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; state programs; administration; taxonomy; behavior problems; psychoeducational processes; behavior change; reinforcement; research reviews (publications); program development; demonstration programs; teaching methods; program descriptions; research needs; legislation; records (forms); program proposals; Ohio

Experimental approaches with emotionally disturbed children in day care programs in Ohio public schools are described. A consideration of problems of identification and classification presents Quay's three dimensions of behavior, conduct disorders, inadequacy or immaturity, and personality, and lists types of behavior found in each. Seven kinds of programs for disturbed children are charted with their goals and structure; the psychoeducational approach is discussed; and behavior modification is explained utilizing research reviews and examples. The historical development of Ohio's day classes and the growth of the program from 1961 to 1967 are presented. Also presented are the level, number of units, program description, and person to contact for the 20 demonstration projects in operation, procedures for initiating research and demonstration projects, suggestions for research, and a 90-item bibliography. Appendixes provide state board of education standards for special classes, individual services, and home instruction, and application forms. (RP)

ABSTRACT 1202

EC 001 013 ED N.A.
Publ. Date Apr 66 7p.
Quay, Herbert C. And Others
Remediation of the Conduct Problem Child in the Special Class Setting.
EDRS not available
Exceptional Children; V32 N8 P509-15 Apr 1966

Descriptors: exceptional child education; behavior; emotionally disturbed; teaching methods; educational needs; special classes; problem children; behavior change; remedial instruction; individual characteristics; teaching techniques; behavior problems; socially deviant behavior; aggression; antisocial behavior; reinforcement; public schools; skill development; professional personnel

The principles and assumptions described are those which underlie an experimental special class for conduct problem children which has been developed cooperatively by an interdisciplinary University of Illinois research center and the Urbana Public Schools. A conceptualization of the nature of the children's behavior disorders is offered, and some principles of behavior modification and remediation of academic deficiencies are discussed. Some particular characteristics of the conduct problem child relevant to the education process are outlined. Empirical attempts at training visual orientation to the teacher in a group setting, individualized remediation of retardation in basic academic skills, and teaching social skills are described. Also considered are factors relevant to remediational efforts within the public school setting, including the problem of group versus individual techniques, the role of mental health professionals, the place of other than classroom treatment, the goals of the special class, and the utilization in the regular class of techniques developed in the special class. A bibliography lists 17 items. (JW)

ABSTRACT 1256

EC 003 667 ED 026 800
Publ. Date Jun 67 100p.
Kenney, Helen J. And Others
Improving the Education of Emotionally Disturbed Adolescents through Educational Programming in Terms

of Curriculum and Methods. Final Report.
McLean Hospital, Belmont, Massachusetts
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-1-6-062315-1586
BR-6-2315

Descriptors: exceptional child research; emotionally disturbed; cognitive processes; curriculum; teaching methods; adolescents; testing; creativity; student evaluation; learning characteristics; unit plan; English; history; instructional materials; perception; visual perception; pictorial stimuli; case records; abstraction levels; audiovisual instruction; language ability

A project to design and evaluate instructional techniques to be used with emotionally disturbed adolescents compared two groups of emotionally disturbed adolescents with normal high school students. Objectives were to evaluate experimental curriculum units and to obtain data to determine to what extent learning difficulties characterize emotionally disturbed adolescents in particular or what extent they are characteristic of adolescent learning problems in general. One cognitive style dimension investigated was reflection-impulsivity, or a student's disposition to reflect in a problem situation as opposed to an impulsive unconsidered response. The emotionally disturbed students showed a higher degree of impulsivity on one of the two standardized measures used compared to a group of normal controls (p equals .05). On tests of creativity there were no statistically significant differences between the two groups. Disturbed students showed a greater relationship between creativity and reflection on verbal measures and between creativity and impulsivity on visual measures. Language problems were found to be semantic, not syntactical. Various curriculum units combining visual and verbal materials, and specific intellectual skills training were helpful in improving cognitive functioning. (Author/RP)

ABSTRACT 1872

EC 002 450 ED N.A.
Publ. Date 60 209p.
Berkowitz, Pearl H.; Rothman, Esther P.

The Disturbed Child; Recognition and Psychoeducational Therapy in the Classroom.
EDRS not available
New York University Press, 32 Washington Place, New York, New York 10003 ($4.00).

Descriptors: exceptional child education; emotionally disturbed; identification; teaching methods; behavior; psychotic children; psychotherapy; schizophrenia; emotional maladjustment; psychological testing; art activities; individualized reading; psychosis; neurosis; neurotic children; socially deviant behavior; teacher role; student teacher relationship

The process of identifying the disturbed in the classroom and providing psychoeducational therapy is discussed; the role of the teacher in recognizing disturbed behavior and in making referrals is examined. Characteristics and methods of identifying various forms of disorganized behavior (including schizophrenia, organic malfunctioning, the neuroses, behavior maladjustments, sexual deviation, and the psychopathic personality) are described. Principles and techniques of therapeutic education and the teacher's application of those projective techniques are demonstrated. The value of a creative arts program which allows the child to externalize his emotions and achieve contact with his environment is noted, and a suitable curriculum with appropriate adaptations is provided. Transcripts of a classroom session are presented illustrating the principles and procedures offered in the book; case studies are also included. (SN)

ABSTRACT 1944

EC 003 728 ED N.A.
Publ. Date 67 27p.
Polk, Kenneth

Nonmetropolitan Delinquency: An Action Program.
Welfare Administration (DHEW), Washington, D. C., Office Of Juvenile Delinquency And Youth Development
EDRS not available
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.20).

Descriptors: exceptional child services; delinquency; community programs; program planning; rural youth; dropouts; rural dropouts; delinquency prevention

Descriptive information provides an understanding of the general nature of the delinquency problem in nonmetropolitan communities. Community action programs, with suggested steps leading to the formation of such a work group within a community are outlined. (WW)

ABSTRACT 122

EC 001 291 ED N.A.
Publ. Date Sep 65 6p.
Cohen, Rosalyn S.

Therapeutic Education and Day Treatment: A New Professional Liaison.
EDRS not available
Exceptional Children; V32 N1 P23-8 Sept 1965

Descriptors: exceptional child education; emotionally disturbed; program planning; behavior patterns; behavior problems; psychoeducational clinics; class activities; teachers; teacher qualifications; parents; psychologists; psychiatrists; social workers; primary education; educational therapy; Childrens Day Treatment Center and School; New York City; New York

A therapeutic program which applies clinical principles to the education of emotionally disturbed children is described. Aspects considered include the questions discussed by the staff as they planned the program, the development of the school from five to 24 children and from one to six teachers, present structure and grouping into a beginning, middle, and graduating class (equivalent to regular grades 1, 2, and 3), and the activities of those classes. Factors in teacher selection and the role of team spirit and collaboration are analyzed; the treatment plan involving the teacher, the psychiatrist, the parents, social workers, and a psychologist is described; and the carrying out of the treatment plan in the classroom is detailed in terms of the behavioral manifestations of emotionally disturbed children and the techniques of dealing with them. (JD)

ABSTRACT 160

EC 003 668 ED 031 828
Publ. Date 69 367p.
Graubard, Paul S., Ed.

Children Against Schools; Education of the Delinquent, Disturbed, Disruptive.
EDRS not available
Follett Educational Corporation, Parkinson Division, 1010 West Washington Boulevard, Chicago, Illinois 60607.

Descriptors: exceptional child education; delinquency; disadvantaged youth; environmental influences; educational needs; adjustment (to environment); research methodology; psychoeducational processes; family relationship; reinforcement; school psychologists; delinquent rehabilitation; delinquency causes; teacher role; cognitive development; parent school relationship; teaching methods; behavior problems; incidence

Intended for college students and for teachers working with children who have not succeeded in school, the text presents research findings, brings concrete skills to the practitioner, and attempts to clarify approaches to the problems of the field. The chapters, by different authors, discuss the following topics: ecological management of the disturbing child; population and projections of the delinquent subculture; the social origins of delinquency; delinquency and the lateral boundary of the family; the school and delinquency and the children of the poor; parental involvement in the school; reasons for failure; goals of teaching; cognitive development and psychopathology in the urban environment; dimensions of problem behavior and educational programming; primer of behavioral research for teachers; the case for an active orientation of psychologists in schools; reinforcement principles used in treatment of nonreading in a culturally deprived juvenile delinquent; experiments with token reinforcement in a remedial classroom; teaching strategies and techniques for the education of disruptive groups and individuals; and a project to teach learning skills to disturbed delinquent children. (LE)

ABSTRACT 260

EC 001 338 ED N.A.
Publ. Date May 67 3p.
Pimm, June B.; McClure, Gordon

Working with Emotionally Disturbed Children in the Public School Setting.
EDRS not available
Exceptional Children; V33 N9 P653-5 May 1967

Descriptors: exceptional child education; emotionally disturbed; special classes; individual instruction; behavior change; positive reinforcement; reinforcement; operant conditioning; classroom arrangement; class management; behavior problems; social adjustment; emotional adjustment; Ottawa

The adjustment class in Ottawa consists of a maximum of eight neurologically normal, emotionally disturbed children, of average or higher intelligence, who attend the class for from 4 months to 2 years. Children are referred by the school psychology department, with preference given to younger pupils. Diagnostic categories are disregarded. The focus of the class is academic, and the goal is to bring each child up to his intellectual potential. In most cases, children have had academic difficulties and turned to non-acceptable behavior for emotional satisfaction. The children receive individual tutoring during which a pattern of successes is established, and positive reinforcement is provided. Behavioral problems are also altered by positive reinforcement and conditioning techniques. As the children progress, they are gradually reintegrated and finally transferred into regular classes. The physical layout of the adjustment classroom, which includes observation and playrooms, as well as individual cubicles for each child and a group teaching area, helps to reduce distraction and provide for flexible and individual programing. A diagram is included. (SB)

ABSTRACT 286

EC 003 857 ED N.A.
Publ. Date May 69 9p.
Weinstein, Laura
Project Re-Ed Schools for Emotionally Disturbed Children: Effectiveness as Viewed by Referring Agencies, Parents, and Teachers.
EDRS not available
Exceptional Children; V35 N9 P703-11 May 1969

Descriptors: exceptional child research; emotionally disturbed; educational therapy; residential schools; behavior change; program evaluation; parent attitudes; student adjustment; academic achievement; behavior rating scales; teacher attitudes; Project Re-Ed

The home and school adjustment of children who entered two Re-Ed schools for emotionally disturbed children were studied before and after the Re-Ed intervention. The schools offered a short term residential program for school age, preadolescent children, who were too disturbed or disturbing to be maintained at home or in a regular school, but who did not require hospitalization. Three scales were developed to measure dimensions of particular interest: the Symptom Checklist of problem behaviors; the Social Maturity Scale adapted from the Vineland; and the Semantic Differential of the child as described and as desired by the parent. According to their parents, after Re-Ed the children displayed fewer symptoms, were more socially competent, were more relaxed, and were less aggressive and more dominant than they had been. Their teachers saw them as being less disruptive in class, working harder, being more able to face new or difficult situations, and having better relationships with their classmates. Improvement in academic adequacy was significant for children from one of the two schools; they showed a substantial increase in rate of acquisition of academic skills after Re-Ed, but they were not up to age or grade norms. (Author/LE)

ABSTRACT 392

EC 004 671 ED N.A.
Publ. Date Sep 69 4p.
Shores, Richard E.; Haubrich, Paul A.
Effect of Cubicles in Educating Emotionally Disturbed Children.
EDRS not available
Exceptional Children; V36 N1 P21-4 Sept 1969

Descriptors: exceptional child research; emotionally disturbed; attention control; academic performance; behavior change; environmental influences; classroom arrangement

The effect of cubicles in educating emotionally disturbed children was evaluated in terms of promoting attending behavior and academic rate of reading and arithmetic. A significant difference was found in attending behavior favoring use of the booths, and nonsignificant differences were found with academic behaviors, indicating that attending behavior was increased by utilizing cubicles, but academic rate was not so influenced. (Author)

ABSTRACT 397

EC 004 689 ED N.A.
Publ. Date Dec 69 6p.
Graubard, Paul S.
Utilizing the Group in Teaching Disturbed Delinquents to Learn.
EDRS not available
Exceptional Children; V36 N4 P267-72 Dec 1969

Descriptors: exceptional child research; emotionally disturbed; delinquency; peer groups; reinforcement; behavior change; self directed groups; conformity; teaching methods

A group of disturbed, delinquent children were taught under three conditions. The group acted as its own control. Dependent variables were reading gains and appropriate classroom behaviors. Making rewards for all subjects contingent on each subject's behaving appropriately proved superior to giving rewards on a noncontingent basis. Giving group reinforcers for appropriate classroom behavior plus individual reinforcers for academic achievement proved to be the most efficacious. The group can be a powerful instrument in teaching disturbed delinquents. (Author)

ABSTRACT 455

EC 001 846 ED N.A.
Publ. Date Nov 67 5p.
Cotter, Katharine C.
First-Grade Failure: Diagnosis, Treatment, and Prevention.
EDRS not available
Childhood Education; V44 N6 P172-6 Nov 1967

Descriptors: exceptional child education; academic failure; grade 1; interdisciplinary approach; learning disabilities; prevention; emotionally disturbed; academic achievement; neurologically handicapped; special classes; programed instruction; educational programs; individualized instruction

Two groups of emotionally disturbed neurologically impaired children who had failed first grade, a 2-year group (based on the length of time in the study and composed of 15 children), and a 1-year group (9 children), were subjects for a study to explore an interdisciplinary approach to diagnosis, treatment, and prevention of such failure. A control (C) group consisted of eight first grade failures enrolled in regular classes. Each child in the experimental (E) group received a complete physical and psychological examination, and participated in an educational program using currently accepted instructional techniques but with individualized teaching and programed reading materials. Achievement tests showed that the 2-year group had significant average gains of from 1 year and 6 months to 2 years in reading and arithmetic, and surpassed both the 1-year and C groups. The 1-year group made gains ranging from 6 to 9 months which surpassed the 3 months gain of the C group. Measured intelligence was not consistently related to achievement in the E groups. Most experimental subjects made satisfactory progress in the E groups despite emotional disturbance and/or neurological impairment. Recommendations for prevention of first grade failure include complete physical and psychological examinations during the preschool years, use of individualized instruction and programed reading materials, and the establishment of special classes devoted to potential and failing first grade children. (SB)

ABSTRACT 499

EC 004 679 ED N.A.
Publ. Date 69 141p.
Knoblock, Peter, Ed.; Johnson, John L., Ed.
The Teaching-Learning Process in Educating Emotionally Disturbed Children.
Syracuse University, New York, Division Of Special Education And Rehabilitation
EDRS not available
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($3.00).

Descriptors: exceptional child education; emotionally disturbed; hyperactivity; student teacher relationship; teaching methods; student evaluation; classroom research; educational diagnosis; mathematics

The following articles on the emotionally disturbed are presented: an approach to the study of teaching by Edmund Amidon; comments on an approach to the study of teaching by David Hunt;

approaches to evaluation by Maynard Reynolds; a research program in a public school setting by Rhoda Fisher; the needs and curriculum for hyperactive children by William Cruickshank; and comments on hyperactive children by Gayle Beck. Additional comments on hyperactive children are presented by Sheldon Cohen, while additional topics consider functional diagnostic dimensions and their application in the education of disturbed children by Ralph Rabinovitch, and diagnosis and treatment in mathematics--its progress, problems and potential role in educating emotionally disturbed children and youth by John Wilson. (LL)

ABSTRACT 776

EC 005 103 ED 029 936
Publ. Date Oct 67 64p.
Williams, Thelma M.
Educational Services for Socially Maladjusted Pupils in Selected Institutional Schools. Evaluation of New York City Title I Educational Products 1966-67.
Center For Urban Education, New York, New York. Committee On Field Research And Evaluation
New York City Board Of Education, Brooklyn, New York
EDRS mf,hc

Descriptors: exceptional child education; educational legislation; federal programs; institutionalized (persons); program descriptions; program evaluation; program improvement; remedial reading; school personnel; school services; socially maladjusted; special services; student characteristics; urban schools; Callagy Hall; Childrens Center; Elementary and Secondary Education Act Title I; Mother Cabrini School; New York City; Wayside School for Girls

Evaluated is a project to increase services for socially maladjusted pupils in four New York City schools located in institutional settings. It is noted that additional teaching staff, equipment, and supplies were allotted to these schools under Elementary and Secondary Education Act (ESEA) Title I programs. The degree of implementation of the plan to augment staff services and the behavior, achievement, and attitudes of the pupils are appraised, based on information derived from evaluations of staff members and pupils. Although Title I funds expanded and enriched these programs, it is stated that the special problems of their populations point to the need for further program improvement. The following recommendations were made: remedial reading and math should be further expanded; testing and record keeping should be more uniform and comprehensive; physical space should be increased; a teacher training program should be initiated; and in three of these residential schools, homeless children without serious disturbances should attend regular community schools. For a history and description of ESEA Title I in New York City, see UD 007 904. (NH)

ABSTRACT 778

EC 005 019 ED N.A.
Publ. Date Jan 70 8p.
Rice, Ruth Dianne
Educo-Therapy: A New Approach to Delinquent Behavior.
EDRS not available
J Learning Disabilities; V3 N1 P16-23 Jan 1970

Descriptors: exceptional child research; delinquency; educational therapy; learning disabilities; behavior change; remedial programs; self concept; social development; behavior problems; reinforcement

Ten delinquent girls who were appraised by a group of several educators as having learning disabilities and/or behavior disturbances participated in an intensive intervention program for 3 months. The treatment included three phases or progressive levels: behavioral modifications through conditioning and reinforcement (primarily through the use of oral and emotional gratification); remedial education procedures; and improvement of self concept and social integration through an enriched cultural-social-personal improvement program. Results showed improvement in the language and reading performance of nine subjects on a posttest of the Gates Reading Survey (gains ranged from 2 months to 13 months in grade level). Full scale scores on the posttest of the WISC were raised from one to 17 points. Improvements in personal appearance, social interaction, attitudes toward authority, and hostile behavior were noted and described in staff reports. (RD)

ABSTRACT 1027

EC 003 584 ED N.A.
Publ. Date Jul 65 6p.
Beck, Gayle And Others
Educational Aspects of Cognitive-Perceptual-Motor Deficits in Emotionally Disturbed Children.
Lafayette Clinic, Detroit, Michigan
EDRS not available
Psychology In The Schools; V2 N3 P233-8 Jul 1965

Descriptors: exceptional child education; emotionally disturbed; teaching methods; program improvement; remedial instruction; cognitive processes; cognitive development; psychomotor skills; perceptually handicapped; psychoeducational processes; evaluation techniques

The relationships of cognitive-perceptual-motor deficits in children with areas of maladaptation in schools are described, and evaluation and retraining methods are suggested. Areas of function defined and recommended for evaluation include visual perception, auditory perception, memory, orientation, integration, fine motor control, linguistics, gross motor coordination, and tactual perception. Training techniques based on areas of functional deficits are described to be arranged sequentially with increasing complexity, starting at a level where the child can succeed. Success of this approach is noted to have been demonstrated by observable and measurable gains in academic achievement and behavioral adjustment, and implications for educational programs are emphasized. (SF)

ABSTRACT 2035

EC 004 181 ED N.A.
Publ. Date Jul 69 10p.
Braun, Samuel J. And Others
Teachers of Disturbed Preschool Children: An Analysis of Teaching Styles.
EDRS not available
American Journal Of Orthopsychiatry; V39 N4 P609-18 Jul 1969
Paper Presented At The 1968 Annual Meeting Of The American Orthopsychiatric Association (Chicago, Illinois, 1968).

Descriptors: exceptional child education; emotionally disturbed; teaching methods; preschool children; classroom observation techniques; teacher behavior; teacher attitudes; classroom communication; behavior rating scales

A method for analyzing teacher style was developed to isolate systematic characteristics in the way teachers interact with children. Teachers' actions and verbalizations were recorded as was the degree of responsibility shown toward the child in actions and speech. Two teachers were observed, and their styles are described and compared. Questions raised by the analysis are set forth; the possibility of training a teacher to develop a style consistent with a particular philosophy of therapeutic nursery school is mentioned. (RJ)

ABSTRACT 2366

EC 501 204 ED N.A.
Publ. Date Mar 70 5p.
Bunch, G.
Emotionally Disturbed Children in the Regular Classroom.
EDRS not available
Special Education In Canada; V44 N3 P29-33 Mar 1970

Descriptors: exceptional child education; emotionally disturbed; regular class placement; teaching methods; teacher role; behavior change

Suggestions are made concerning teaching techniques to be used with emotionally disturbed children in the regular class setting. Discussions concern identification, the teacher's role, discipline needs, intervention techniques, preinterventions, and postinterventions. (JM)

ABSTRACT 2510

EC 003 469 ED 038 780
Publ. Date May 66 120p.
Kenney, Helen J. And Others
Improving the Education of Emotionally Disturbed Adolescents Through the Educational Cadre as a Diagnostic, Teaching, and Research Instrument.
McLean Hospital, Belmont, Massachusetts
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-32-31-7525-5012

Descriptors: exceptional child research; emotionally disturbed; residential programs; interdisciplinary approach; experimental curriculum; hospital schools; cognitive processes; learning processes; recall (psychological); language patterns; history; English; individual chacteristics; psychological characteristics; personality; educational programs; social studies; problem solving; teaching methods; learning characteristics

To serve emotionally disturbed adolescents in a residential treatment program, an educational cadre was formed to function as a diagnostic, teaching, and research instrument. Specialists in addition to classroom teachers included a curriculum specialist, a cognitive psychologist, and a psychiatric clinician. Experimental curriculum units in English and history were developed around cognitive style, learning and recall, and language. Tests, materials, and projects were developed. Evaluation indicated that the more reflective students gave literal or descriptive interpretations; the more impulsive ones gave answers high in abstraction or degree of affect or general interpretation. Language tests did not render statistically significant results. Observation and student critiques and work products suggested that the experimental material and methods may have facilitated learning. Plans made for the second year of demonstration and research called for categorizing behavior and further investigating cognitive style. (JD))

ABSTRACT 2539

EC 005 498 ED 038 809
Publ. Date Nov 69 92p.
Hewett, Frank M. And Others
The Santa Monica Project: Demonstration and Evaluation of an Engineered Classroom Design for Emotionally Disturbed Children in the Public School; Phase Two: Primary and Secondary Level. Final Report.
Santa Monica Unified School District, California
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-0-8-071298-2799(032)
BR-7-1298

Descriptors: exceptional child research; behavior problems; learning disabilities; behavior change; academically handicapped; reading; regular class placement; special classes; classroom environment; academic achievement; behavior rating scales; reinforcement; learning readiness; classroom organization; class management; Elementary and Secondary Education Act Title III Project; engineered classrooms

Following its initial year, an engineered classroom for educationally handicapped (EH) children was replicated and extended. Evaluation indicated that the program could effectively increase emphasis on reading and include both primary and secondary students. Reintegration in the regular classes for EH children could be done on both a gradual and compulsory basis; the difficulty was in accurately assessing a given child's readiness for limited or total reintegration. The preacademic focus of the primary classes (ages 6 to 8) was validated in that a majority of subjects from the 1st year who had returned to regular classes were average or above in their functioning after 1 or 2 years in the program. Also EH children in the engineered classrooms outdistanced children in regular EH classes and approached or exceeded normal controls academically and behaviorally. Appendixes describe the engineered classroom and its dissemination and provide a behavior problem checklist and instructions for a frequency count of deviant behavior. (Author/JD)

ABSTRACT 3325

EC 501 307 ED N.A.
Publ. Date Jul 70 8p.
Marrone, R. Thomas; Anderson, Nancy
Innovative Public School Programing for Emotionally Disturbed Children.
EDRS not available
American Journal Of Orthopsychiatry; V40 N4 P694-701 Jul 1970

Descriptors: exceptional child education; emotionally disturbed; educational therapy; behavior change; drug therapy; public schools; educational methods; cooperative programs

The paper describes a cooperative effort between a county division of special education and various school districts within that county in establishing, within the schools themselves, an educational and group therapy treatment program in special classes for emotionally disturbed children. (Author)

ABSTRACT 3570

EC 006 153 ED 042 303
Publ. Date (70) 26p.
Lasher, Miriam G. And Others
Influences on Teaching Style in Work with Disturbed Preschoolers.
Tufts University, Medford, Massachusetts
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc
Paper Presented At The American Orthopsychiatric Association Annual Meeting (San Francisco, California, March 25, 1970).

Descriptors: exceptional child research; emotionally disturbed; preschool teachers; classroom observation techniques; team teaching; student teachers; teaching methods

Teaching styles of five teacher trainees and one experienced teacher were observed. Teachers worked in pairs with groups of four to five disturbed preschool children. Six 10-minute observations of each teacher were made during the year by direct observation and video tape recording. Observed actions and verbalizations of teachers and children were coded. Concerning activity level of teachers, results showed intragroup consistency and great inter-group variability. Only one teacher showed a systematic change over time. Concerning amount of teacher attention to individual children, results showed teachers tend to give attention to disruptive children and to children whose homes they visit. Only the experienced teacher showed a dominant and enduring teaching style. (MS)

ABSTRACT 1

EC 03 0001 ED N.A.
Publ. Date 70 5p.
Christoplos, Florence
Prescriptive Teaching--A Cognitive Approach to Social and Interpersonal Learning.
EDRS not available
Teaching Exceptional Children; V2 N4 P158-62 Sum 1970

Descriptors: exceptional child education; behavior change; diagnostic teaching; interpersonal competence; cognitive objectives; teaching methods; social development; socially maladjusted

The use of diagnostic prescriptive teaching with socially deviant children, which is suggested if its use can improve social as well as academic functioning, is discussed. Advocated is the development of instructional programs based on social, moral, and interpersonal as well as academic prescriptions. A direct attack on the teaching of certain behaviors and skills to remediate moral, social, and interpersonal deficiencies, relying on a cognitive rather than affective approach, is the method suggested. The educational implications of decision making, the importance of providing meaningful choices, and the acquisition of social responsibility through assumption of responsibility for helping other students are also discussed. (KW)

ABSTRACT 43

EC 03 0043 ED 043 168
Publ. Date Feb 69 80p.
Benson, F. Arthur M., Ed.
Modifying Deviant Social Behaviors in Various Classroom Settings. Monograph No. 1.
Oregon University, Eugene, College Of Education
EDRS not available
Department Of Special Education, College Of Education, University Of Oregon, Eugene, Oregon 97403 ($2.15).

Descriptors: exceptional child research; socially deviant behavior; behavior change; intervention; classroom techniques; teacher role; peer acceptance; parent participation; positive reinforcement; conditioned response; special classes

Behavior modification procedures appropriate to the classroom for altering socially deviant behaviors in young children are described. In the first section (Teachers, Peers and Parents as Agents of Change in the Classroom), the classroom is not only the focus of study but also the setting in which treatment, in the form of intervention programs, occurs. How treatment is effected by the teacher, the peer group, and the parents is illustrated. Intervention and conditioning procedures, including a reinforcing work box placed on the student's desk, are discussed, and results with individual experimental subjects reported. The second section, Special Class

.lacement as a Treatment Alternative for Deviant Behavior in Children, describes the development and evaluation of a treatment model designed to modify hyperactive, disruptive classroom behavior. Special attention is given to the generalization of effects when the student leaves the special classroom for his normal one. Research data is reported. (KW)

ABSTRACT 168

EC 03 0168 ED N.A.
Publ. Date Oct 70 10p.
Gallagher, Patricia A.
A Synthesis of Classroom Scheduling Techniques for Emotionally Disturbed Children.
EDRS not available
Focus On Exceptional Children; V2 N5 P1-10 Oct 1970

Descriptors: exceptional child education; emotionally disturbed; teaching methods; scheduling; guidelines; flexible scheduling; program length; educational planning; class organization; classroom techniques

Systematic and progressional guidelines for classroom planning for the emotionally disturbed are outlined and described. The following 10 major schedule guidelines are suggested: instruction prepared for groups but directed to individual; individual work areas arranged into group work areas; rigid class periods extended to flexible periods; teacher planned acitvities involving student participation in planning; teacher supervision occasionally replaced by student supervision; and student's entrance and departure in class membership as phased rather than abrupt. Additional guides stress extrinsic reinforcers as forerunners to natural reinforcers, reinforcers presented on a one to one ratio followed by an intermittent schedule of reinforcement, immediate presentation of reinforcers shifted to long range presentation, and progression of student from full time special class schedule to complete integration into a regular classroom. Individual schedule guidelines are also noted to include daily schedule forms, reinforcement of low probability behavior, anticipation of student needs, short assignments, and established expectations. (RD)

ABSTRACT 321

EC 03 0321 ED N.A.
Publ. Date Oct 70 7p.
Weissman, Herbert N.
Implications for the Education of Children with Emotional and Social Disturbances.
EDRS not available
Journal Of Learning Disabilities; V3 N10 P502-8 Oct 1970

Descriptors: exceptional child education; emotionally disturbed; socially maladjusted; educational diagnosis; teacher role; curriculum

Discussed are the factors involved in the education of children with emotional and social disturbances. The roles of the school, the program, and particularly the teacher are emphasized. Criteria for identifying such children are suggested. The personality of the child with an emotional disturbance is discussed, as are the implications of differential diagnosis for instruction. (Author)

ABSTRACT 562

EC 03 0562 ED N.A.
Publ. Date 62 322p.
Haring, Norris G.; Phillips, E. Lakin
Educating Emotionally Disturbed Children.
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($8.50).

Descriptors: exceptional child education; emotionally disturbed; program descriptions; educational methods; special classes; teaching methods; parent role; class organization; hyperactivity

The book concerns hyperactive, emotionally disturbed children and how the schools can help them when adequate diagnostic personnel and an educational program based on a realistic learning theory are employed. Educational practices are reviewed and recent developments in structuring classroom learning outlined. Described is an experiment in educating emotionally disturbed children in a public school system, an experiment out of which grew the educational methods described in the following chapters. These chapters deal with establishment of classes (referral and classroom organization), personnel considerations, methods and materials for special classes, handling specific problem situations, working with parents, and generalizing results to other cases. Appended are protocols from parent group meetings, teachers' observations, and directions. (KW)

ABSTRACT 934

EC 03 0934 ED N.A.
Publ. Date 69 503p.
Hellmuth, Jerome, Ed.
Educational Therapy, Volume 2.
EDRS not available
Special Child Publications, Inc., 4535 Union Bay Place, N. E., Seattle, Washington 98105 ($15.65).

Descriptors: exceptional child education; educational trends; therapeutic environment; educational therapy; educational psychology; mentally handicapped; emotionally disturbed; special education teachers; teacher education; psychoeducational processes; mental health; team teaching; instructional materials centers; federal aid; Doman Delacato Method; engineered classrooms; Peabody Language Development Kits

Designed for the teacher and the teacher educator, the text (volume two in the series) presents a collection of articles dealing with recent trends and approaches in therapeutic education. The role of the teacher in educational therapy is stressed. A blending of professional approaches (such as mental health and psycho-educational) rather than a fragmentation, and a tendency to involve developmental theory and consider the learning ability potential of the youngster are noted. The growth of Instructional Materials Centers and their importance as visible indicators of expanded Federal interest in educating handicapped children is discussed. (CD)

ABSTRACT 1242

EC 03 1242 ED 046 138
Publ. Date 70 91p.
The Role of Media in the Education of Emotionally Handicapped Children. Proceedings of a Special Study Institute (Riverhead, New York, April 22-24, 1970).
New York Education Department, Albany, Division For Handicapped Children;
Suffolk County Board Of Cooperative Educational Services, Patchogue, New York
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; media technology; computer assisted instruction; televised instruction; instructional media; instructional materials centers; typewriting; closed circuit television; conference reports

Summarized are the proceedings of the Special Study Institute, attended by directors of special education and of educational communications, and by teachers of emotionally handicapped children. Several projects in the fields of special education media were presented and reviewed, illustrating innovative approaches to teaching emotionally handicapped children. Presentations covered computer-based instructional units, use of media by teachers, the talking typewriter, computer-assisted instruction, analysis of student behavior via closed circuit television, and implications of educational television. Also included are the keynote address by Raymond Wyman and a discussion of the Special Education Instructional Materials Centers (SEIMCs). (KW)

ABSTRACT 1274

EC 03 1274 ED 046 185
Publ. Date Jan 71 30p.
Bijou, Sidney W.
The Technology of Teaching Young Handicapped Children.
Illinois University, Champaign
EDRS mf,hc
Paper Presented At The First Symposium On Behavior Modification (Xalapa, Mexico, January, 1971).

Descriptors: exceptional child research; emotionally disturbed; behavior change; early childhood; teaching methods; socially maladjusted; technology; individualized instruction; research proposals

To fabricate a technology for teaching young school children with serious behavior problems, classroom materials, curriculum format, and teaching procedures were developed, and problems that evolve from the technology investigated. Two classrooms were architecturally designed to provide the basic needs of a special classroom and to facilitate observation of the children and data collection. The basis of the technology was individualized instruction. Research

studies derived from the experiment were cited and implications of a technology of special teaching explored. (CD)

ABSTRACT 1387

EC 03 1367 ED N.A.
Publ. Date Feb 71 6p.
Glavin, John P. And Others
Behavioral and Academic Gains of Conduct Problem Children in Different Classroom Settings.
EDRS not available
Exceptional Children; V37 N6 P441-6 Feb 1971

Descriptors: exceptional child research; emotionally disturbed; special classes; socially deviant behavior; behavior change; program descriptions; positive reinforcement; academic achievement

A 2 year research study was completed with conduct problem children who presented severe difficulties in the public school system and were placed in experimental special classrooms. In the first year (1967) the program emphasized the elimination of grossly deviant behaviors and the acquisition of attending behaviors as precursors for academic gain. Program emphasis was changed the second year (1968) to stress rewards for academic performance. Attractive reinforcers were attached to appropriate academic tasks in the context of a highly structured classroom program. A comparison of the academic and behavioral results of the 2 years is presented and discussed. (Author)

ABSTRACT 216

EC 04 0216 ED 055 394
Publ. Date Dec 69 294p.
Reichart, Sandford and Others
The Taxonomic Instruction Project: A Manual of Principles and Practices Pertaining to the Content of Instruction. First Report.
Columbia University, New York, New York, Teachers College
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-1-6-062528-2092
BR-6-2528; BR-7-1295

Descriptors: exceptional child education; emotionally disturbed; reading; taxonomy; behavior problems; underachievers; models; instructional materials; inservice teacher education; diagnostic teaching; reading materials; guidelines; reading skills

Presented is the first of three reports on taxonomic instruction, which is defined as a method of systematizing strategies and substances of instruction for purposes of diagnostic teaching. The target population is a group of behaviorally disordered, underachieving boys, aged 10 to 15, and the instructional content is reading, which is divided into basic skills, basic subskills, and sequential levels. The unit on taxonomic instruction explains that the taxonomy model has the following structural organization: instructional content organized logically and sequentially through epistemological analysis; transmission of instructional stimuli through any of pupil's receptive sensory modalities; response elicitation through any of pupil's expressive channels of communication; and mastery of total range of instructional modes and methods available. Five basic skills related to reading are coded as cognitive perceptual, language analysis, comprehension, study skills, and aesthetic expression. Lengthy instructional materials on reading are included for each basic skill. Also included are simulated experiences of a taxonomic inservice teacher education project in the form of 36 facsimiles of various project transparencies, which are intended as a guideline for taxonomic instruction. (See also EC 040 217 and EC 040 218.) (CB)

ABSTRACT 517

EC 04 0517 ED N.A.
Publ. Date 68 124p.
Hecht, Conrad G., Ed.; Hunt, Kenneth P., Ed.
School Programs and Materials for Emotionally Disturbed Children and Youth. Proceedings of the Third Annual Conference of ANYSEED (New York, New York, May 24-25, 1968).
Association of New York State Educators of the Emotionally Disturbed, Hawthorne
EDRS not available
Association of New York State Educators of the Emotionally Disturbed, 226 Linda Avenue, Hawthorne, New York 10532.

Descriptors: exceptional child education; emotionally disturbed; teaching methods; class activities; instructional materials; elementary school students; secondary school students; conference reports

Nineteen papers discuss school programs and describe materials and techniques to use in the education of emotionally disturbed children at the elementary and secondary levels. Covered are such topics as grouping and group dynamics in special classes, teacher attitudes, implications of case study data for individual curriculum planning, the application of behavior modification principles using a token economy as positive reinforcement, and some suggestions for research when considering the implications of violence, aggression, and fear upon inner city school personnel. Also discussed are some approaches to improve communication with parents and cooperation between the school and the family of an emotionally disturbed child, a sampling of educational facilities in Europe for emotionally disturbed children, physical education, and art therapy as an enabling educational release. Some specific techniques presented include use of Haiku, camping, how to create interest in the reading room, methods of creating a calm atmosphere, teaching likenesses and differences as a visual-motor activity, the use of Glass Analysis to teach word analysis, homemade reading material to teach 12 to 16-year old disturbed girls about family living, and other activity suggestions. (KW)

ABSTRACT 518

EC 04 0518 ED N.A.
Publ. Date 69 154p.
Friedman, Helen, Ed.
Innovations in Educating Emotionally Disturbed Children and Youth. Proceedings of the Fourth Annual Conference of ANYSEED (Monticello, New York, April 18-20, 1969).
Association of New York State Educators of the Emotionally Disturbed, Hawthorne
EDRS not available
Association of New York State Educators of the Emotionally Disturbed, 226 Linda Avenue, Hawthorne, New York 10532.

Descriptors: exceptional child education; emotionally disturbed; innovation; educational programs; educational methods; curriculum design; conference reports

Fourteen papers present new ideas and methodology for teaching emotionally disturbed children and youth. Following conference opening remarks and a review of new developments in working with disadvantaged children, five papers grouped in a section on psychodynamics treat the disturbed child in school. Topics covered are violence, fear, and failure in the inner city school; the psychodynamic versus the behaviorist approach to an emotionally disturbed child in the classroom; the behaviorist approach to a disturbed child's education; the special education program in a high school; and a case study in videotape. Two papers on The Junior Guidance Classes Program present a case study to illustrate the team process in developing an individual curriculum, and describe innovative adaptations of curriculum materials and techniques for the emotionally disturbed. Four papers on innovative programs include a summary of a panel discussion on special education in Westchester County, a summary of a panel on the simulated classroom in the Greentree School (Hicksville, New York) for autistic children, a review of new instructional programs for disturbed young boys, and a model matching teachers and disturbed children. The final two papers discuss new trends in the use of music with exceptional children, and the use of poetry as therapy. (KW)

ABSTRACT 686

EC 04 0686 ED 057 519
Publ. Date 70 85p.
Reading and the Emotionally Handicapped Child. Highlights of a Special Study Institute (Poughkeepsie, New York, October 5-7, 1970).
New York State Education Department, Albany, Division for Handicapped Children;
Albany-Schoharie-Schenectady Board of Cooperative Educational Services, Albany, New York
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; learning difficulties; teaching methods; motivation techniques; effective teaching; individualized instruction; conference reports

The conference proceedings include seven papers dealing with reading problems of emotionally disturbed children. Emo-

tional resistance to reading is discussed by Jules Abrams, a psychiatrist. The purposes of testing and the problem of labeling are touched upon by Clifford Kolson. Some practical suggestions of classroom techniques for combining a child's skill need with the most appropriate learning modality and specific media are offered by Winton Buddington. William Davis presents a selection of methods for motivating an emotionally disturbed child to read. Rosa Hagen reports preliminary findings of a cooperative project involving community, public school, and medical center in the prevention of emotional and cognitive problems, focusing on intervention to improve reading achievement. High intensity instruction, or effective pedagogy, with adolescents who have been classified as disadvantaged, emotionally disturbed, or perceptually handicapped is examined by S. Alan Cohen. The text of a question and answer session on high intensity learning and individualized instruction conducted by Joan Hyman and Gita Kornfeld follows. (KW)

ABSTRACT 731

EC 04 0731 ED N.A.
Publ. Date 71 10p.
Alper, Theodore G.; White, Owen R.
Precision Teaching: A Tool for the School Psychologist and Teacher.
EDRS not available
Journal of School Psychology; V9 N4 P445-54 Win 1971

Descriptors: exceptional child education; behavior problems; precision teaching; educational methods; intervention; school psychologists; teachers; theories

The authors of the paper provide an introduction to the language and problem solving approach called precision teaching. Reasons for using a specific language and reporting technique are listed. Definitions of the terminology and examples taken from the classroom are provided. The main point of the paper is that systematic interventions, precisely described and systematically recorded, lead to the most successful interventions. (Author)

ABSTRACT 742

EC 04 0742 ED N.A.
Publ. Date 71 4p.
Gormly, John; Nittoli, Michael J.
Rapid Improvement of Reading Skills in Juvenile Delinquents.
EDRS not available
Journal of Experimental Education; V40 N2 P45-8 Win 1971

Descriptors: exceptional child research; emotionally disturbed; delinquents; institutionalized (persons); reading skills; remedial instruction; remedial reading; reading ability

Boys institutionalized for illegal behavior were frequently in dire need of remedial academic programs. Twenty boys, who were committed to a state institution as delinquents, participated in a short-term reading program which provided structured self-instruction, high interest reading material, and reduced chances of experiencing failure. After completing an average of 24 50-minute sessions, significant improvement was found in vocabulary, speed, and accuracy in reading (significance less than .01) which exceeded a gain of a year on grade-normed achievement tests. Students responded favorably to the program, and discipline problems were minimal. Reading improvement was not related to IQ; remedial education is an important aspect of correctional programs for delinquent youths. (Author)

ABSTRACT 770

EC 04 0770 ED 057 536
Publ. Date 71 12p.
Ora, John P.; Reisinger, James J.
Preschool Intervention: A Behavioral Service Delivery System.
George Peabody College for Teachers, Nashville, Tennessee
EDRS mf,hc
Paper Presented at the Annual Meeting of the American Psychological Association (Washington, D. C., September 6, 1971)

Descriptors: exceptional child education; emotionally disturbed; early childhood education; intervention; program descriptions; preschool children; demonstration projects; behavior change; measurement; educational accountability; parent role

Described is a preschool intervention demonstration project for emotionally disturbed children said to be based on the functional analysis of behavior and behavior change. The project's organizational patterns and procedures are compared to those described by B.F. Skinner in Walden Two. The description emphasizes the concepts of measurement and educational accountability as they pertain to the project. The measurement based treatment system is said to be organized into modules or task forces around a coordinating module. A major goal of the project is demonstration of coordinated regional early intervention system that is more economical than custodial care. The project emphasizes parent role in the intervention project. The child's mother is taught to record data on the child's progress and to elicit the desired responses from the child. Modules available include the individual tutoring module to produce functional speech, the oppositional child training module, visitation module, administrative and clerical module, transportation module, and media presentation module. Explanation of project accountability entails a clarification of the line of authority from the state governor to the project evaluation committee. The evaluation committee meets monthly in order to request information from the coordinating module, to evaluate it, and to render binding opinions concerning the adequacy of program results. (CB)

ABSTRACT 860

EC 04 0860 ED N.A.
Publ. Date 71 6p.
Rickard, Henry C. and Others
Developing Problem Solving Attitudes in Emotionally Disturbed Children.
EDRS not available
Adolescence; V6 N24 P451-6 Win 1971

Descriptors: exceptional child research; emotionally disturbed; problem solving; group discussion; changing attitudes; negative reinforcement

The study investigated whether campers at a 7-week therapeutic summer camp for emotionally disturbed children would develop a positive attitude toward the use of group problem solving as a control technique as opposed to other possible alternatives, especially punishment. Group problem solving discussions directed toward the solution of immediate conflicts occurred frequently during the 7 weeks. Subjects (32 boys, ages 10-17) were administered an attitude questionnaire at the beginning, middle, and end of the camping session. The questionnaire presented eight typical camp conflict situations and permitted choice of punishment, counselor edict, doing nothing, or group problem solving discussions as alternative consequences. The discussion alternative was chosen with increasing frequency across questionnaire testings. (Author/KW)

ABSTRACT 885

EC 04 0885 ED 057 547
Publ. Date 71 188p.
Jones, Rowen C. and Others
A Diagnostic and Activity Based Arithmetic Program for Emotionally Disturbed Children. Monograph No. 8.
Oregon University, Eugene
Office of Education (DHEW), Washington, D. C., Bureau of Educational Personnel Development
EDRS mf,hc
OEG-0-9-470117-3664(721)

Descriptors: exceptional child research; emotionally disturbed; elementary school children; mathematics; diagnostic teaching; academic achievement; student attitudes; institutionalized (persons); case studies (education)

The study investigated arithmetic achievement and attitude changes of five institutionalized emotionally disturbed children, age 7 to 11 years. The children participated in a diagnostic teaching program involving diagnosis of mathematics skills and instruction based upon the diagnosis. Emphasized were mathematical patterns, manipulation of physical objects, and problem solving understanding of mathematical actions. A hierarchy of behaviorally defined skills for addition and subtraction was developed. A diagnostic achievement test required Ss to manipulate objects illustrating number sentences, write number sentences describing actions performed on objects by tester, and solve paper and pencil problems. Ss received an average of 38 days of approximately 25-minute instructional periods. At the study's conclusion, both the diagnostic achievement test and a semantic differential attitude scale were administered to the Ss. An educational case study format was adopted as the most feasible method of studying a small number of emotionally disturbed children. At the study's beginning, Bart and David lacked mastery of many tasks concerning addition and subtraction and expressed negative attitudes toward mathematics; both their mathematical

skills and attitudes showed improvement. Karen, Cinthia, and Michael also showed skill and attitude improvement. (CB)

ABSTRACT 1166

EC 04 1166 ED 058 690
Publ. Date (?9) 23p.
Cantrell, Mary Lynn
Academic Programming in the Re-Education School.
Tennessee State Department of Mental Health, Nashville
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; behavior problems; programed instruction; elementary school students; learning disabilities; mathematics; spelling; behavior change; operant conditioning; positive reinforcement

Presented are 12 programed instruction exercises in writing letters of the alphabet, spelling words, addition, numeral-number association, subtraction, color words chart, answering basic questions about stories, sentences, paragraphs, and paragraph titles for elementary school children who demonstrate a learning disability and/or behavior problem. Three assumptions behind the programing of the 12 exercises are said to be that academic skills are important for the children, that efficient instruction is needed, and that learning is assumed to be an individual experience. The programing follows principles of behavior change, operant conditioning, and positive reinforcement. (For two related pamphlets, see EC 041 167-8.) (CB)

ABSTRACT 1167

EC 04 1167 ED 058 691
Publ. Date Mar 71 17p.
Rousseau, Frank
Behavioral Programming in the Re-Education School.
Tennessee State Department of Mental Health, Nashville
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; behavior problems; elementary school children; behavior change, operant conditioning; reinforcement

Discussed briefly are techniques of behavior change used in behavioral programing for emotionally disturbed elementary school children with behavior problems. The author considers the child's ecology as a significant influence on the child's behavior, by which he means all the experiences and relationships that a child encounters in his educational environment. Ten behavioral assessment steps are described for use in attempting to extinguish already established inappropriate behaviors. After receiving an educational diagnosis, the child's academic and behavioral programs are mapped out. Both short-term and long-term goals are established for the child. Mentioned briefly are contingency contracting, the Premack principle in which the reward is adapted to the child, group activities, token economy, and time out. (For two related pamphlets, see EC 041 166 and EC 041 168.) (CB)

ABSTRACT 1205

EC 04 1205 ED N.A.
Publ. Date Feb 72 4p.
Lane, Patrick and Others
Remotivation of Disruptive Adolescents.
EDRS not available
Journal of Reading; V15 N5351-4 Feb 1972

Descriptors: exceptional child research; behavior problems; adolescents; elementary school students; tutoring; remedial reading; behavior change; motivation techniques

A remedial reading tutoring project combining behavior change and motivation techniques was conducted in which eight eighth and ninth grade adolescent boys with severe behavior and academic problems each tutored an underachieving third or fourth grade boy said to have learning and behavior problems. The adolescents used a programed, phonic linguistic reading approach that taught reading, writing, and spelling simultaneously. Tutoring sessions occurred twice weekly for 7 months. Every other week the adolescents participated in group discussion designed to improve their behavior and self image. Informal evaluation indicated that the younger boys achieved a mean reading gain of 14 months in 7 months, while the older boys achieved a mean reading gain of 19 months in 7 months. The reading improvement was attributed to the positive personal relationships among the older and younger boys and the programed materials. Evaluation of the adolescents' pre-and postproject behavior revealed improved self concepts. (CB)

ABSTRACT 1245

EC 04 1245 ED N.A.
Publ. Date Feb 72 4p.
Rosen, Dennis C.; Piper, Terrence J.
Individualized Instruction With and Without a Token Economy in a Class for Disruptors.
EDRS not available
Education and Training of the Mentally Retarded; V7 N1 P22-5 Feb 1972

Descriptors: exceptional child research; behavior problems; individualized instruction; positive reinforcement; behavior change; discipline problems; class management; junior high school students

The report concerns disruptors, a problem in every school system. Classes have been created especially for disruptors in order to avoid expulsion. Subjects were junior high male students enrolled in a class for disruptors. The authors suggest that individualized instruction is necessary for these children, and demonstrate that a token economy improves performance in the classroom. Materials were inexpensive or teacher-created, and back up reinforcers were obtained from local business establishments. The introduction of an individualized approach and token economy incurred no additional expense to the school system. (Author)

ABSTRACT 1489

EC 04 1489 ED N.A.
Publ. Date Apr 72 4p.
Dee, Venita Dyer
Contingency Management in a Crisis Class.
EDRS not available
Exceptional Children; V38 N8 P631-4 Apr 1972

Descriptors: exceptional child education; emotionally disturbed; behavior change; reinforcement; class management; special classes

The article concerns contingency management in a class of children having emotional problems. Described is the structure of the school day, which is divided into work periods and play periods. Two examples of behavior change in crisis class students are given. The discussion of setting up contingencies points out that both positive and negative contingencies should be made clear prior to their actual use and that the child is given a choice at all times. Listed in simple terms are eight steps involved in using the contingency management system. (KW)

ABSTRACT 2384

EC 04 2384 ED N.A.
Publ. Date 71 174p.
Gaudry, Eric; Spielberger, Charles D.
Anxiety and Educational Achievement.
EDRS not available
John Wiley and Sons, Inc., 605 Third Avenue, New York, New York 10016 ($6.50).

Descriptors: exceptional child education; emotionally disturbed; anxiety; academic achievement; student behavior; reactive behavior; testing problems; ability grouping; programed instruction; computer assisted instruction

Results of research studies of the relationships between anxiety and school attainment and between anxiety and performance with modern techniques of instruction are examined. Four measures of anxiety and some of the questionnaires and tests used to assess anxiety level are discussed and their theoretical bases presented. Separate chapters review personality and behavioral characteristics of the anxious child, anxiety and examining procedures, anxiety and academic achievement, and anxiety and ability grouping. Programed learning and computer based instruction are said to help lower anxiety levels in an academic situation. Results of a study cited indicate that anxiety could facilitate as well as impair achievement while another study failed to distinguish between anxiety as a personality trait and as a transitory emotional state. Approximately half of the document is comprised of 11 selected readings on such topics as relation of anxiety to school record, achievement and behavior, differential effect of anxiety on performance in progressive and terminal school examinations, educational streaming and anxiety, effect of a single experience of success or failure on

test anxiety, and effects of state anxiety and task difficulty on computer assisted learning. (LL)

ABSTRACT 43

EC 05 0043 ED N.A.
Publ. Date Sep 72 12p.
Quay, Herbert C. and Others
The Modification of Problem Behavior and Academic Achievement in a Resource Room.
EDRS not availble
Journal of School Psychology; V10 N2 P187-98 Sep 1972

Descriptors: exceptional child research; emotionally disturbed; behavior problems; resource teachers; educational methods; academic achievement; behavior change

Sixty-nine classroom behavior problem children (extremely disruptive or overly withdrawn) were involved in an experimental resource room program. Ss, who were in the second through sixth grade in three different schools, attended the resource room one or two periods a day, while the primary responsibility for the child remained with the regular classroom teacher. Forty-eight control Ss, also behavior problems, did not attend a resource room. In the resource room, behavior modification techniques were used to modify both academic and social behavior. Results showed significant modification of social behavior in the resource room and academic gains in reading and arithmetic for the experimental Ss; however, their attending behavior while in the regular classroom was not different from the controls. Although the resource room program was in effect for only 23 weeks in two schools and for 16 weeks in the third school, average gains of experimental Ss were over 1 school year in arithmetic and close to 1 year in reading. The resource room approach is seen to present economic, educational, and emotional benefits, and its extension to other exceptional children is urged. (KW)

ABSTRACT 55

EC 05 0055 ED 067 787
Publ. Date (72) 24p.
Pedrini, Bonnie C.; Pedrini, D. T.
The Educational Philosophy of the Three Legged Stool: Psychologically and Educationally Sound Materials-Operant Conditioning Procedures-Structured Classroom.
Nebraska University, Omaha
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; emotionally disturbed; educational philosophy; operant conditioning; programed materials; behavior change; classroom arrangement

The paper presents a philosophy of education for severely deviant children and adolescents who are brain damaged (severely retarded), mentally ill, or behaviorally uncontrolled. The following are program components: psychologically and educationally sound materials such as programed materials following a life experience approach, operant conditioning procedures in a personal and social environment, and a structured classroom (limited to 15 students with one special education teacher and two trained teacher aides). The three components are compared to the legs of a stool, all of which are necessary if the stool is to stand. It is suggested that materials build upon past experiences so as to capitalize on student preferences for associative rather than cognitive learning. Explicitness is urged in programing, goal setting, and scheduling. The following principles of programed materials are identified as helpful: learn and be rewarded, learn in small steps, actively learn, learn with few or no errors, and learn at your own pace. Operant conditioning techniques are said to be important for gaining the control necessary for learning. The following aspects of F. Stewett's engineered classroom are discussed briefly: developmental sequence (attention, response, order, exploratory, social, mastery, achievement), learning triangle (task, reward, structure), classroom design, scheduling, and record keeping. (GW)

ABSTRACT 99

EC 05 0099 ED 067 808
Publ. Date Aug 72 44p.
Walker, Hill M. and Others
Generalization and Maintenance of Classroom Treatment Effects.
Oregon Univ., Eugene. Dept. of Special Education;
Oregon Univ., Eugene. Dept. of Psychology
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.;
National Institute of Mental Health (DHEW), Bethesda, Md.
EDRS mf,hc

Descriptors: exceptional child research; behavior problems; behavior change; follow up studies; class management; emotionally disturbed; operant conditioning; student behavior; family problems

Reported were two experiments which investigated, respectively, the maintenance of appropriate classroom behavior in children with behavior problems following treatment in an experimental classroom and cross situational consistency and generalization of treatment effects. In the first experiment followup performances of two groups of five subjects each were compared after treatment in a token economy. With one group additional procedures were implemented in the regular classroom to facilitate maintenance of their post treatment appropriate behavior. Treatment effects for subjects receiving treatment plus maintenance generalized to a much greater extent over the long term than did treatment effects for subjects who received only experimental treatment. In the second experiment five of the children were observed in family interactions in the home to determine whether the children, who were clearly deviant at school, were also behavior problems at home. Children and families examined after treatment demonstrated more child deviancy and parental negativeness than before treatment. It was thought that suppression of behaviors in the school setting may have caused an increase in the same behaviors in the home. (GW)

ABSTRACT 385

EC 05 0385 ED N.A.
Publ. Date Spr 72 7p.
Dinoff, Michael and Others
Controlling Rebellious Behavior Through Successive Contracts.
EDRS not available
Child Care Quarterly; V1 N3 P205-11 Spr 1972

Descriptors: exceptional child research; emotionally disturbed; behavior change; behavior problems; discipline problems; females; performance criteria; adolescents; performance contracts

Successive performance contracts were used in improving the behavior of emotionally disturbed girls in a therapeutic camp setting. Ss were three girls (two age 14 and one age 17 years) referred to the camp for rebellious behavior and displaying pronounced passive-aggressive symptomatology. Ss and two female adult counselors agreed to short-term (1-2 days) performance contracts defining the expected behavior of Ss. Contracts were constructed to allow for reinforcement for small gains, frequent evaluation of progress, and frequent renegotiation of terms. Each time a contract expired, the Ss and counselors met and all made subjective scale ratings (scale of 1-100) regarding how well the S in question kept her agreement. Lengths of time for each contract varied, depending on the S's judgment of how long she could successfully keep it. Over the 7 weeks of camp, Ss obtained generally higher scores at each evaluation session, group consistency in rating increased, Ss' behavior and attitude improved markedly, and cooperation with the total camp increased. Advantages of performance contracting were seen to be enlistment of the misbehaving S's energies in the effort to deliver well-defined behaviors, and the provision of positive feedback (through evaluation sessions) for each successive approximation of desired behavior. (KW)

ABSTRACT 410

EC 05 0410 ED N.A.
Publ. Date Nov 72 11p.
Cobrinik, Leonard
Programmed Learning in the Treatment of Severely Disturbed Children: the Role of Motor Patterning.
EDRS not available
International Journal of Child Psychiatry; V39 N10 P11-21 Nov 1972

Descriptors: exceptional child research; emotionally disturbed; motor reactions; patterned responses; programed instruction; computer assisted instruction; typewriting

The role of motor patterning and programed learning in treating severe emotional disturbance was investigated in a study with the Edison Responsive Environment (ERE), a computerized talking typewriter. Ss were two severely disturbed boys, age 13 years, whose psychological disorganization was manifest most directly in the motor area (diffuse motor excitement alternating with motor

stereotypy). Ss were taught simple typing skills on the programed machine, pressing keys in response to a computer voice. They learned to observe short time delays, developed simple keyboard maps, and attained a specific motor patterning as a result of internalization of the ERE sequences. Observed stereotyping and/or motor excitement declined. Changes in quality of attention were also witnessed, and the relationship between the attainment of simple motor controls and attentional factors was discussed. (KW)

ABSTRACT 612

EC 05 0612 ED N.A.
Publ. Date Win 71 5p.
Reich, Melvyn; Harshman, Hardwick W.

Sex Education for Handicapped Children: Reality or Repression?
EDRS not available
Journal of Special Education; V5 N4 P373-7 Win 1971

Descriptors: exceptional child education; emotionally disturbed; sex education; curriculum design; guidelines; handicapped children; adolescents

Discussed are emotional and psychological considerations relevant to sex education programing for emotionally disturbed (ED) adolescents. Reluctance to work with disturbed adolescents is connected with the associated sexual problems of that age group. The author cautions that sex education curricula for the ED should take into account difficulties with interpersonal relationships as well as distorted perceptions of self and reality. The following guidelines are suggested: sex education curriculum must be carefully planned and presented as part of the general curriculum; material should be team taught by teachers, psychologists, and others; parents should be included in sex education programs; ample opportunity for feedback should be allowed; and sex education should be on an individual as well as a group basis. (For related articles, see also EC 050 607 through EC 050 611, and EC 050 613.) (GW)

ABSTRACT 1094

EC 05 1094 ED 072 584
Publ. Date 72 170p.
Outdoor Education Experiences for Emotionally Handicapped Children and Youth.
New York State Education Dept., Albany. Division for Handicapped Children

New York State Education Dept., Albany. Division Of Health, Physical Education and Recreation;
State University of New York, Plattsburgh. College at Plattsburgh
EDRS mf,hc
Institute Proceedings, June 7, 8 and 9, 1972. Valcour Conference Center, Plattsburgh, New York

Descriptors: exceptional child education; emotionally disturbed; conference reports; outdoor education; educational opportunities; physical education; therapy; summer programs; curriculum guides; program evaluation

Presented are proceedings from a 3 day conference at which physical education and recreational personnel and teachers of emotionally disturbed children considered the educational and therapeutic possibilities of outdoor education for emotionally disturbed children. The introductory address explains that the outdoor educational process is especially suited to needs of the emotionally disturbed because a residential outdoor educational experience can minimize feelings of institutionalization which may threaten the emotionally handicapped child, and because outdoor experiences offer the added dimension of adventure to learning. Described is a summer program which accepts emotionally disturbed boys and girls in 2 week sessions and attempts to enchance self concepts and change attitudes toward school and the learning process. Noted are resources available for outdoor education programs as well as administrative concerns related to financing such programs. Four speakers provide practical guidelines (which comprise the major part of the proceedings) showing how science, mathematics, social studies, and art curricula could be enriched by using outdoor education techniques. Final sections deal with evaluations of proposed outdoor education programs as well as evaluations of the institute. (GW)

ABSTRACT 1212

EC 05 1212 ED N.A.
Publ. Date 72 455p.
Haring, Norris G., Ed.; Hayden, Alice H., Ed.
The Improvement of Instruction.
EDRS not available
Special Child Publications, Inc., 4535 Union Bay Place N. E., Seattle, Washington 98105 ($6.80).

Descriptors: exceptional child education; emotionally disturbed; effective teaching; behavior change; operant conditioning; educational objectives; program evaluation

Presented are 15 papers originally given at a workshop on behavior modification as a means to instructional improvement for normal and handicapped (mainly emotionally disturbed in varying degrees) children. The first section considers the development and evaluation of instructional programs in four articles; one discusses the nature of instructional improvement; another provides a review of research on computer assisted instruction in elementary mathematics and reading; a third presents the components of a system of initial reading instruction; and a last considers the evaluation and specification of instructional materials. Behavior modification is directly presented in the following six papers of the second section, which are titled: the nature of behavioral engineering, the use of behavior modification in special education, the teaching of children with behavior disorders, the development of cooperative social behavior, and the use of operant reinforcement in infantile autism. Discussed in the third section is increasing precision as a means to improve instruction by a paper on measures of classroom performance, a paper on four studies of the contingency management classroom, and a paper on increasing the availability of pupil performance information for administrative decisions. The final section discusses current trends in research in education and the improvement of instruction through evaluation. (DB)

ABSTRACT 1478

EC 05 1478 ED N.A.
Publ. Date Spr 73 16p.
Swift, Marshall; Back, Linnea
A Method for Aiding Teachers of the Troubled Adolescent.
EDRS not available
Adolescence, V8 N29 P1-16 Spr 1973

Descriptors: exceptional child education; emotionally disturbed; behavior problems; secondary school students; behavior patterns; student behavior; academic achievement; student alienation; teaching methods; guidelines

Junior and senior high school teachers attended workshops at which teaching techniques were described and matched to student behaviors that have been found to be significantly related to achievement failure and school alienation. Student functioning was assessed by means of the following profiles drawn from the Hahnemann High School Behavior Rating Scale: productive and verbally negative; productive, verbally negative and disturbing; anxious and intellectually dependent; highly disruptive and anxious; and highly disruptive and nonanxious. Teaching techniques were specified for each student type. The techniques generally concerned degree of structure in the classroom, the encouragement of self expression, the teacher's attitude toward maladaptive behavior, and teaching methods specific to the behavior type predominating. (GW)

ABSTRACT 1486

EC 05 1486 ED N.A.
Publ. Date Feb 73 14p.
Stark, Joel and Others
The Nonverbal Child: Some Clinical Guidelines
Journal of Speech and Hearing Disorders; V38 N1 P59-72 Feb 73

Descriptors: exceptional child research; learning disabilities; language handicapped; early childhood; speech clinics; speech therapy; language instruction; theories; training techniques; operant conditioning; behavior change; reinforcers; behavior problems; discrimination learning; socially deviant behavior; guidelines

Reported were clinical principles and procedures of behavior modification that have been used to establish language in 3- to 6-year-old children with very limited functional communication. Principles of reinforcement theory were discussed, and reversal and multiple baseline experimental designs were explained. Presented were clinical studies illustrating the application of reinforcing stimuli (such as food, social praise, and play) to gain control of behavior. Data concerning both kinds of discriminative stimuli

and methods of programing such stimuli in language therapy were reported. Training procedures for modifying social interaction patterns were also examined. The appendix included a recording form used during language therapy. (GW)

ABSTRACT 1855

EC 05 1855 ED N.A.
Publ. Date Mar 73 9p.
Coleman, Richard G.
A Procedure for Fading From Experimenter-School-Based To Parent-Home-Based Control of Classroom Behavior.
EDRS not available
Journal of School Psychology; V11 N1 P/1-9 Mar 1973

Descriptors: exceptional child research; emotionally disturbed; behavior problems; childhood; behavior change; operant conditioning; reading; mathematics; parent school relationship

A procedure was developed to establish control of three target classroom behaviors in an emotionally disturbed 11-year-old boy by making point reinforcers backed up by hard goods contingent upon working behavior in both math and reading classes. During the first condition, points were immediately awarded on a variable-interval schedule. After control was demonstrated by an ABAB design, fading was introduced to encourage generalization. In the second condition points were given at the end of each 15-minute session. The teacher subtracted points for inappropriate behavior in the third condition, while the period of time points could be earned was extended in the fourth condition. The procedure used in the last condition involved making the subject's weekly allowance contingent upon the teacher's report of the subject's behavior for the week. Behavior frequencies experimentally established were maintained during the fading procedures in both math and reading classes. (Author)

ABSTRACT 1993

EC 05 1993 ED N.A.
Publ. Date Sum 73 9p.
Dickerson, Dave and Others
Let the Cards Do the Talking--A Teacher-Parent Communication Program.
Teaching Exceptional Children; V5 N4 P170-8 Sum 73

Descriptors: exceptional child education; emotionally disturbed; learning disabilities; parent school relationship; program descriptions; communication (thought transfer); behavior change; parent teacher conferences; reinforcement

Described is a program to encourage behavior change useful for social and academic problems in both regular and special education classes by means of a daily teacher-parent communication system. A child in the program is reported to be evaluated 10 times a day (every 40 minutes) for acceptable social and academic behavior on cards which are accumulated and taken home where, if the child has earned an acceptable number of good cards, the child receives special home privileges. A teacher-parent conference and a teacher-parent-child conference are recommended to initiate the program. Checks on consistency of home reinforcement are suggested if the program does not appear to improve behavior. An address from which program materials can be obtained is given. (DB)

ABSTRACT 2635

EC 05 2635 ED N.A.
Publ. Date Aug 73 7p.
Drabman, Ronald S. and Others
Teaching Self-Control to Disruptive Children.
EDRS not available
Journal of Abnormal Psychology; V82 N1 P10-16 Aug 1973

Descriptors: exceptional child research; emotionally disturbed; behavior problems; learning disabilities; reading difficulty; childhood; self evaluation; behavior change; operant conditioning; reinforcement; stimulus generalization

Disruptive children, 9 to 10 years of age, in an after-school remedial reading class were taught to match teachers' evaluations of their behavior in the context of a token reinforcement program. Initially, a standard, teacher-administered token program was implemented: disruptive behavior was markedly reduced and academic output increased. Then the students were taught that they could earn bonus points for matching a teacher's evaluation of their academic effort and social behavior. The checking of the students was gradually eliminated until there was no point consequence for overevaluation or underevaluation; only praise for matching the teacher evaluation continued. During the time when teaching of the self-evaluation was initiated and even after all point loss or gain was removed for overevaluation-or-underevaluation, the students maintained very low levels of disruptive behavior and high rates of academic output. Generalization of appropriate behavior was obtained at times of the day when the token program was not in effect. (Author)

ABSTRACT 509

EC 06 0509 ED 084734
Publ. Date Feb 71 55p.
Carmen, Gary O., Ed.
Utilization of Teacher Aides in Public School Programs for Emotionally Handicapped Children.
New York State Education Dept., Albany. Div. for Handicapped Children; New York State Education Dept., Albany. Div. of Teacher Education and Certification.
EDRS mf,hc
Proceedings of the Institute (February 17-19, 1971, Syracuse, New York)

Descriptors: exceptional child education; emotionally disturbed; conference reports; teacher aides; staff role; nonprofessional personnel; inservice teacher education; training techniques; recruitment; evaluation; qualifications; teacher certification

Summarized are proceedings of a 3-day special institute in Syracuse, New York, for teachers and paraprofessionals to examine the role of the teacher aide in public school programs for emotionally disturbed children. Noted in two greetings are types of aides such as audiovisual aides or lunchroom aides in New York public schools, amendments to education laws that focus on teacher aide certification, and the functions of the interstate certification project. In the keynote address, Dr. Joseph Halliwell discusses widespread confusion over the role of aides and outlines a procedure for the training and effective utilization of aides. Considered in a presentation on teacher aides in public schools are recruitment and selection, role definition, training, and evaluation. Teacher aides and the medical model is the subject of the following paper. Reported upon is a workshop for participants to discuss the role of aides with emotionally disturbed children and to discover individual talents for better aide utilization. Focused upon in a panel discussion are such topics as goal setting for emotionally disturbed children and the career ladder for aides. An additional paper is included in which it is maintained that putting aides on the career ladder compromises teaching as a profession. In a conference evaluation it is reported that participants were generally enthusiastic despite an unsatisfied expectancy for learning how to handle emotionally disturbed children. (MC)

ABSTRACT 534

EC 06 0534 ED 084740
Publ. Date 73 12p.
Dorhman, Mary H.; Riker, Jerry
Resource Program for Behavior Adjustment Philosophy and Purpose.
Black Hawk-Buchanan County Joint County School System, Cedar Falls, Iowa.
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; behavior problems; resource teachers; program descriptions; behavior change

Described is a short term resource program to help emotionally disturbed children achieve acceptable classroom behavior. It is explained that cooperation between the regular teacher and the resource teacher is achieved through flexible scheduling, use of assignments from the regular teacher in the resource situation, and various feedback procedures. Noted is the contingency contracting system to develop student motivation which involves daily evaluation in both the regular and resource classes. Included are forms used in the program such as a behavioral evaluation form, the resource room referral form, a behavioral checklist, and an assignment sheet. (DB)

ABSTRACT 1154

EC 06 1154 ED N.A.
Publ. Date Jul-Sep 7 9p.
Evers, Wendy L.; Schwarz, J. Conrad
Modifying Social Withdrawal in Preschoolers: The Effects of Filmed Modeling and Teacher Praise.
EDRS not available
Journal of Abnormal Child Psychology; V1 N3 P248-56 Jul-Sep 1973

Descriptors: exceptional child research; emotionally disturbed; socially maladjusted; early childhood; models; imitation; positive reinforcement; films; behavior change

Thirteen social isolates were selected from five nursery schools according to teacher ratings and behavioral samples obtained by trained observers. Half the subjects were randomly assigned to a modeling group and viewed a 23-minute film depicting appropriate social behavior in the nursery school. the remainder of the subjects viewed the same film, but also received 2 days of teacher praise contingent on the subject's peer interaction in his classroom. Modeling successfully modified isolate behavior with or without praise. The 'modeling plus praise' condition was not significantly different from 'modeling only' for children's social interactions. General proximity response scores appeared to be detrimentally affected by the praise contingency during posttest assessment only. At followup, all subjects maintained or improved their posttest interaction scores. (Author)

ABSTRACT 1282

EC 06 1282 ED N.A.
Publ. Date 73 239p.
Mac Cracken, Mary
A Circle of Children.
EDRS not available
J. B. Lippincott Company, East Washington Square, Philadelphia, Pennsylvania 19105 ($6.95)

Descriptors: exceptional child education; emotionally disturbed; early childhood; childhood; autobiographies; volunteers; special schools; educational methods; training techniques; affective behavior; behavior patterns; teacher education; interpersonal relationship

A woman discovers her desire to teach emotionally disturbed children while visiting a special school to select locations for Junior League volunteers and subsequently learns the art of teaching from other teachers. As a volunteer, Mary observes how Helga emphasizes body language and an individual approach to needs of children such as 5-year-old Sarah who learns to walk by first crawling to find her hidden blanket and then masters successively harder tasks. However physically or emotionally handicapped, all children in the school meet each morning for opening Circle exercises such as singing to each child in turn. This practice, Mary finds, is both difficult and helpful when she substitute teaches a class of untoilet trained boys, 5 to 8 years of age; she toilet trains three of the boys (one has seizures) and also teaches them to eat by breaking tasks into small parts. Later, Mary and Dan (another teacher) develop a team approach to the teaching of six boys and two girls, 8 to 12 years of age, whose individual needs are met through care, acceptance, and tasks presented sequentially in areas such as speech, and arithmetic. Mary first sees one of the boys, Brian, as a fluttering bird huddled in a doorway where the taxi left him, uses Helga's approach to help his fluttering, and later learns from a slowly played tape of another student's speech patterns that his high pitched screeches are actually perfect sentences spoken at incredible speed. The class takes field trips and participates in a special swimming program at the Y. During the approximately 2 year period Mary volunteers and teaches, she finds that her special education preparatory courses do not answer her questions and fromulates her own concept of Ilaser teaching: Love Amplified by Structured Educational Reality. Mary incorporates her teaching philosophy in a farewell pome to Dan entitled "Teacher." (MC)

ABSTRACT 2146

EC 06 2146 ED N.A.
Publ. Date 61 576p.
Cruickshank, William M. and Others
A Teaching Method for Brain-Injured and Hyperactive Children. A Demonstration-Pilot Study.
Syracuse University Press, Syracuse, New York 13210 ($7.95).

Descriptors: exceptional child research; emotionally disturbed; learning disabilities; neurologically handicapped; hyperactivity; childhood; research projects; research methodology; evaluation criteria; classroom environment; clinical diagnosis; educational diagnosis; psychological characteristics; learning difficulties; diagnostic tests; diagnostic teaching; teaching methods

Reported is a pilot study which investigated the effect of a nonstimulating classroom environment, specially prepared teaching materials, and highly structured teaching methods on the learning problems and school adjustment of 40 hyperactive, emotionally disturbed children (six to ten years old) with and without clinically diagnosed brain injury. Introductory materials cover the psychological characteristics of hyperactive children, the learning process, recommended aspects of educational programs for hyperactive students, the research design employed in the pilot study, and descriptions of the classroom arrangements. Program organization by the public school district personnel, the diagnostic staff and the resident co-ordinator is recounted. Examined are prediagnostic screening procedures and techniques, individual diagnostic examinations, a sample case study (including psychological, pediatric, physical, neurological, electroencephalographic, speech, hearing, and psychiatric examinations), and prenatal, natal, and postnatal data. Matching criteria, grouping procedures, and teacher selection are explained. An extensive discussion of the teaching method treats the Ss' learning characteristics, instructional problems, classroom management, and numerous specific techniques for teaching eye-hand coordination, sound discrimination. tactile and olfactory perception. motor ability, writing, arithmetic, reading, and art. Presented are data obtained in initial assessment procedures when such tests as the Stanford-Binet Scale, the Metropolitan Readiness Test were given along with nine others. Data from the 12 month follow-up test battery are also summarized and discussed. Psychological and achievement test results were thought to support the generalizations that experimental classes had made temporary gains in comparison to the control group on several scoring categories of the perceptual tests and that the total group made significant academic improvement and made considerably fewer errors on the perceptual and visuo-motor tests. The authors draw educational implications from the pilot study as well as implications from psychiatry, clinical psychology, audiology and speech pathology, visual examinations, and achievement test data. (GW)

ABSTRACT 2599

EC 06 2599 ED 094 544
Publ. Date 74 118p.
Hops, Hyman and Others
CORBEH CLASS (Contingencies for Learning Academic and Social Skills) Program for Acting-Out Children. Manual for Teachers. First Edition.
Oregon Univ., Eugene. Center at Oregon for Research in the Behavioral Education of the Handicapped.
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; behavior change; consultation programs; inservice education; aggression; reinforcement; program descriptions; class management

A program which describes contingencies for learning academic and social skills (CLASS) is explained to involve an educational consultant training teachers of acting out first and second graders to reinforce desired academic and social behaviors. Examined are the pre-intervention procedures of initial identification of acting out students, agreement to participate in the program, and data collection. Major program components are identified, including summary charts, green point cards, response counters, praise and scanning. Checklists for procedures to be implemented by the teacher on each of the program's 30 days are provided. Appendixes contain referral materials, program materials, and reference guides. (GW)

ABSTRACT 2858

EC 06 2858 ED N.A.
Publ. Date 74 225p.
Bullock, Lynda M., Ed. and Others
Educational Aspects of Behavioral Problems in Children and Youth. Volume 2.
MSS Information Corporation, 655 Madison Avenue, New York, New York 10021 ($6.25)

Descriptors: exceptional child education; emotionally disturbed; behavior problems; delinquents; delinquency causes; delinquency prevention; placement; student placement; educational programs; models; behavior change; operant conditioning; reinforcement; class management; classroom observation techniques

Twenty-seven readings address issues related to juvenile offenders, referral and placement of emotionally disturbed (ED) children and youth, prototype programs and educational strategies, behavior management techniques, and application of a behavior modification observation system. Seven articles on juvenile offenders treat national policy for alienated youth, reality therapy for young offenders, a token reinforcement program in an adjustment class, the legal meaning of juvenile delinquency, the content, structure and process of a positive peer culture, delinquency and the schools, and new approaches to the treatment and prevention of delinquency. Referral and placement issues are examined in two articles which discuss a paradigm for pupil placement and pupil referral for educational change of status. Seven readings focus on the following aspects of programs and educational strategies: a learning center plan for special education, educational engineering with ED children, working with ED children in public schools, the effect of cubicles in educating ED children, synthesis of classroom scheduling techniques for ED children, psychological and ecological strategies for helping disturbed children, and play therapy for young children. Behavior management is explained in nine readings which concern basic operant terminology, imitation of film-mediated aggressive models, the contingent use of teacher attention and praise in reducing classroom behavior problems, contingency management, how to make a token system fail, positive reinforcement, production and elimination of disruptive classroom behavior by systematically varying teachers' behavior, application of operant conditioning procedures to the behavior problems of an autistic child, and alteration of behavior in a special classroom situation. Two articles on behavior modification observation systems examine procedures and examples of behavior management and the modification and maintenance of behavior through systematic application of consequences. (For a related document, see EC 062857). (GW)

ABSTRACT 488

EC 07 0488 ED N.A.
Publ. Date Dec 74 6p.
Glasser, William
A New Look at Discipline.
Learning; V3 N4 P6-11 Dec 74

Descriptors: exceptional child education; emotionally disturbed; behavior problems; discipline problems; classroom environment; timeout; teacher attitudes; teaching methods; behavior change; class management; self control;

Described by the author of Reality Therapy are 10 steps for effectively teaching discipline to a disruptive child in the classroom. Set forth is a hierarchy of teacher responses beginning with changing attitudes toward the child, going on to instituting timeout procedures, and finally to recommending removal from the school, and if necessary, from the home. Emphasis is placed on teaching the child to accept responsibility for changing his own behavior. (CL)

ABSTRACT 492

EC 07 0492 ED N.A.
Publ. Date Nov 74 10p.
Swap, Susan M.
Disturbing Classroom Behaviors: A Developmental and Ecological View.
Exceptional Children; V41 N3 P163-72 Nov 1974

Descriptors: exceptional child education; emotionally disturbed; behavior problems; educational philosophy; classroom environment; developmental psychology; educational planning; adjustment (to environment); individual differences; student teacher relationship;

Presented are a conceptual framework and guidelines to aid teachers in understanding and treating potentially disturbing behaviors which may occur in the elementary school classroom. The author analyzes educationally based (F. Hewett) and psychologically based (E. Erikson) developmental models of behavior and integrates the two approaches in her description of the following developmental stages: basic trust and attention; basic trust and response; autonomy and order; initiative and exploration; and industry, social mastery, and achievement. Temperamental and developmental differences in children are discussed, and adaptive environmental responses to those behaviors are suggested at each developmental stage. It is explained that an ecological perspective on emotional disturbance enables the teacher to view disturbing behavior in terms of interaction between the child and his environment and to plan interventions based on ecological approaches. Implications for classroom adaptation are considered in regard to such factors as teacher-student compatability and respect for individual differences. (LH)

ABSTRACT 1356

EC 07 1356 ED N.A.
Publ. Date Sep 74 6p.
Bartak, Lawrence; Rutter, Michael
The Use of Personal Pronouns by Autistic Children.
Journal of Autism and Childhood Schizophrenia; V4 N3 P217-22 Sep 1974

Descriptors: exceptional child research; emotionally disturbed; autism; childhood; echolalia; speech habits;

Eight spontaneously echolalic autistic children (mean age 9 years, 7 months old) who had never used the pronoun I were exposed to short sentences containing several personal pronouns in all positions in a 3-word utterance. Results indicated that there was no tendency for children to avoid the repetition of I, once sentence position was controlled. A number of children echoed the final word of the sentence while others repeated the whole utterance. The findings provide no support for a psychogenic theory of speech behavior in autistic children. (LH)

ABSTRACT 1429

EC 07 1429 ED N. A.
Publ. Date 75 271p.
Fagen, Stanley A. and Others
Teaching Children Self-Control: Preventing Emotional and Learning Problems in the Elementary School.
Charles E. Merrill Publishing Company, 1200 Alum Creek Drive, Columbus, Ohio 43216 ($6.95 Paper)

Descriptors: exceptional child education; emotionally disturbed; behavior problems; elementary education; prevention; mental health; self control; curriculum guides; educational objectives; program descriptions; teaching methods; task performance; skill development; transfer of training;

Described is a psychoeducational model for preventing emotional and learning problems in the elementary school through a self-control curriculum. Theoretical and conceptual foundations for the self-control curriculum are presented in part 1, which includes chapters on countering disruptive behavior and self-control as an educational objective. Part 2 contains an overview of the curriculum (including organization, aims, and teaching strategies and guidelines) and sections on the following eight curricular areas (with sample curriculum units in parentheses): selection (concentration and figure-ground discrimination), storage (developing visual and auditory memory), sequencing (time orientation and sequential planning), anticipating consequences, appreciating feelings, managing frustration, inhibition and delay (controlling impulses and learning to appreciate partial success), and relaxation techniques. Delineated for each curriculum area are introductory remarks, rationale, teaching units and goals, student tasks (usually in game form), and a summary statement. Discussed in Part 3 are issues (such as research needs and transfer of skills learned) pertaining to the self-control curriculum and a brief summary of program goals. (LH)

ABSTRACT 1683

EC 07 1683 ED 113 344
Publ. Date Win 75 4p.
Ogletree, Earl
A Technique of Teaching Reading to the Emotionally Disturbed Child: 'Our Own Book Writing'.
Journal for Special Educators of the Mentally Retarded; V11 N2 P97-9 131

Descriptors: exceptional child education; emotionally disturbed; childhood; reading skills; reading materials; high interest low vocabulary books; teaching methods;

A book writing approach was used to improve sight vocabulary, initial sounds and consonant blends in 7- to 10-year-old emotionally disturbed students. Oral reading, word recognition and punctuation skills were improved as the students constructed a Batman story which was then mimeographed along with student illustrations. (CL)

ABSTRACT 1690

EC 07 1690 ED N. A.
Publ. Date Win 75 4p.
Roberts, Susan C.
Helping the Emotionally Disturbed Child Feel Secure in the Classroom.
Journal for Special Education of the Mentally Retarded; V11 N2 P136-9 Win 75

Descriptors: exceptional child education; emotionally disturbed; teaching methods; self concept; classroom environment;

Reviewed are teaching procedures (including setting limits and carefully structuring the environment) to help the emotionally disturbed child feel secure in the classroom. (CL)

ABSTRACT 2026

EC 07 2026 ED N. A.
Publ. Date 75 217p.
Swift, Marshall S.; Spivack, George
Alternative Teaching Strategies; Helping Behaviorally Troubled Children Achieve: A Guide for Teachers and Psychologists.
Research Press, Box 3177, Champaign, Illinois 61820 ($4.50)

Descriptors: exceptional child education; emotionally disturbed; behavior problems; elementary education; teaching methods; teaching guides; behavior change; behavior patterns;

Two school psychologists identify specific behaviors, behavior grouping and total behavior patterns which distinguish successful from unsuccessful students in elementary grades, and propose teaching strategies for changing negative behaviors. An introductory chapter cites investigations showing that at all socioeconomic levels there is a surprisingly high proportion of children who display moderate to severe difficulties coping with classroom and academic demands. Subsequent chapters provide extensive and detailed teaching strategies on the following types of behaviors: inattentiveness and withdrawal from class activity; external reliance and intellectual dependence; rapport between student and teacher; impatient or unreflective behaviors; personal initiative and involvement in learning; irrelevant talk; negative feelings and actions; achievement anxiety; restless, disturbing behaviors; and external blaming behavior. For instance, it is suggested that teachers might overcome some negative behaviors by indicating that students have some choice in deciding how and when to comply with teacher requests, and by talking to students in situations in which peer pressure is not a factor. In a final chapter, previous discussions of alternative teaching strategies are reviewed to isolate generally useful types of techniques which are common to specific strategies. (GW)

ABSTRACT 2104

EC 07 2104 ED N. A.
Publ. Date 74 8p.
Browning, Ellen R.
The Effectiveness of Long and Short Verbal Commands in Inducing Correct Responses in Three Schizophrenic Children.
Journal of Autism and Childhood Schizophrenia, V4 N4 P293-300 Dec 1974

Descriptors: exceptional child research; emotionally disturbed; schizophrenia; elementary education; verbal ability; communication skills;

Assessed was the relative effectiveness of long and short verbal commands in inducing correct responses in three schizophrenic boys (7-to 8-years-old). Three different teachers gave both types of commands to each S. Results indicated that percentage of correct responses was related to IQ and that Ss with low IQs responded better when short commands (1 to 4 words) were used. (Author/LH)

ABSTRACT 2136

EC 07 2136 ED N. A.
Publ. Date 75 3p.
Blackwood, Trudy D.
Through Their Stomachs.

Slow Learner Workshop; V2 N5 P3-5 Jan75

Descriptors: exceptional child education; emotionally disturbed; primary grades; special classes; home economics; class activities; Cooking; Personal Experiences;

A teacher of a special class of socially and emotionally maladjusted children in grades 1 through 4 gives suggestions for using cooking to motivate children and provide real life experience in learning reading, math, sharing, cooperation, and responsibility. Three sample recipes are included. (DB)

ABSTRACT 2979

EC 07 2979 ED N. A.
Publ. Date Spr 75 16p.
Reid, Dennis H.; And Others
The Use of Contingent Music in Teaching Social Skills to a Nonverbal, Hyperactive Boy.
Journal of Music Therapy ; V12 N1 P3-18

Descriptors: exceptional child research; multiply handicapped; emotionally disturbed; behavior problems; hyperactivity; retarded speech development; behavior change; operant conditioning; music; therapy; reinforcement; normalization (handicapped); interpersonal competence; Music Therapy;

Three experiments were conducted to determine the effectiveness of contingent music to teach social skills and to control the hyperactive, disruptive behavior of a nonverbal 8 year old boy while he was walking, riding in a car, and learning preacademic skills. Contingent music combined with Ritalin medication was used while teaching socially acceptable car riding, and a remote control device was developed to control the presence or absence of recorded music during the teaching of preacademic skills. Results indicated that contingent music was instrumental in normalizing S's walking and car riding behavior, that the music-Ritalin combination was more effective than Ritalin alone in reducing S's hyperactivity in the car, and that the remote control device was a valid apparatus for rapidly presenting contingent music. (LH)

ABSTRACT 3260

EC 07 3260 ED N. A.
Publ. Date 75 306p.
Hammill, Donald D.; Bartel, Nettie R.
Teaching Children with Learning and Behavior Problems.
Allyn and Bacon, Inc., College Division, Department 894, Rockleigh, New Jersey 07647 ($5.95)

Descriptors: exceptional child education; emotionally disturbed; behavior problems; reading; speiling; writing; mathematics; class management; language development; perceptual development; teaching methods; evaluation methods; instructional materials;

Written for teachers dealing with children with behavior problems in regular classrooms, the book intends to offer an overview of children with school related problems, a description of educational settings for working with such children, basic information regarding formal and informal assessment, a procedure for bridging assessment and remediation, and general discussion on the selection and use of instructional methods. After an introductory chapter on the problems of school age children, specific chapters are devoted to discussions of typical problems, assessment techniques, teaching methods, and supplementary materials and activities in the areas of reading, arithmetic, spelling, and writing. Additional chapters consider teacher strategies for managing classroom behavior, problems of assessment and remediation in language development, and problems of assessment and training of perceptual motor processes. For example, the approaches to teaching reading discussed include classroom approaches, the basal approach, individualized instruction, the language experience approach, programed reading, the Peabody Rebus program, the Initial Teaching Alphabet, Distar, the Words in Color program and the Stern Structural Reading Series. (GW)

ABSTRACT 3768

EC 07 3768 ED 112574
Publ. Date 75 17p.
Clements, J. E.; Tracy, D. B.
The Effects of Tactile v. Verbal Reinforcement on Attention to Task and Arithmetic Accuracy of Emotionally Disturbed Boys.
University of Wisconsin, Milwaukee.
University of Kansas, Lawrence.
EDRS mf;hc
Paper Presented at the 1975 American Educational Research Association (AERA) Meeting Washington, D. C.,

Descriptors: emotionally disturbed; intermediate grades; positive reinforcement; mathematics; problem solving; exceptional child research; behavior change; attention span; success factors;

A study involving 10 emotionally disturbed boys (9- 11 years old) was conducted to determine the effects of tactile and verbal reinforcement on attention to task and accuracy. Ss were given arithmetic problems to work during 16 20-minute sessions under four conditions: tactile reinforcement (intermittent touch pressure applied to Ss shoulders as they worked); verbal reinforcement (intermittent praise by the teacher); a combination of tactile and verbal reinforcement; and control treatment (no reinforcement cues). At the end of each period, scores were calculated for each S on both attention to task and accuracy of performance. Results showed that the combination treatment was most effective in producing high attention to task and high accuracy in problem solving; that tactile and verbal reinforcement alone ranked second and third in effectiveness; and that combination, verbal, and tactile treatments were all superior to the control with the exception that verbal reinforcement alone failed to produce higher problem solving accuracy. (Author/SB)

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